

# Connecting Learners to Libraries

## Public Library/School Library Collaboration Outcomes-Based Evaluation and Best Practices

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Spring 2008

Funded by the  
Institute for Museum and Library Services

## Executive Summary

The Connecting Learners to Libraries project provided incentive to public and school libraries for collaborating on projects that would support and enhance education for K-12 students using both institutions in the same community. The specific objectives of the initiative were to increase awareness of information literacy, inform public and school librarians about academic standards, improve professional awareness of programs and services provided by different types of libraries, and provide funding for collaborative projects that improve students' information literacy skills. Two annual cycles of noncompetitive mini-grants were offered to provide this opportunity throughout the state of Washington. Over the two year period, 90 projects were funded that involved hundreds of school and public libraries.

This report provides evidence on the extent to which the initiative achieved its goals in terms of four outcomes. Key findings are summarized as follows:

### **Outcome 1: Public Library and K-12 staffs increase level of collaboration.**

- Public librarian grant recipients were four times as likely as non-grantees to meet on a weekly basis with school librarians in their local community
- Public librarian grant recipients were almost ten times as likely as non-grantees to participate in cooperative purchase agreements for databases with their partners.
- The depth of collaboration was measured on a five-point, cumulative scale ranked from low to high: Consumption, Connection, Cooperation, Coordination, and Full Collaboration. Over 85% of grantees reached or surpassed the third level, and over 50% of grantees reached the fourth level or higher.

### **Outcome 2: Public Library and K-12 grantees demonstrate awareness of each others' services and resources.**

- Public library grant recipients were 20% more likely than non-grantees to have visited their local school libraries in order to meet with staff or students.
- Public library grant recipients were twice as likely as non-grantees to create links to the school library website.
- In the first mini-grant cycle, 27% of grantees on average reported strong improvement in awareness of their partner's databases, collections, and programming. In the second mini-grant cycle, 15% reported such improvement.

### **Outcome 3: Public Library and K-12 grantees demonstrate awareness of education issues that affect student achievement.**

- Non-grantees were twice as likely as public librarian grant recipients to express great concern about their lack of knowledge of the school curriculum. Grant recipients were more confident in their knowledge of the curriculum.

- In the first mini-grant cycle, 17% of grantees on average reported strong improvement in their knowledge of academic tests and standards, such as the Washington Assessment of Student Learning (WASL) or Grade Level Expectations (GLEs). In the second mini-grant cycle, 5% reported such improvement.

**Outcome 4: Public Library and K-12 grantees increase their information literacy skills (as measured by knowledge of research models).**

- In the first mini-grant cycle, 15% of grantees on average reported strong improvement in their knowledge of information literacy concepts. In the second mini-grant cycle, only 1% reported such improvement.

Overall, the project succeeded in showing positive improvement for all four outcomes and exceeding the specific targets set by the project advisory committee.

Grantees participated from all regions of the state and included numerous small and rural libraries. Grantees also reported high satisfaction with the mini-grant process, and appreciated the streamlined application process and reduced reporting requirements.

Mini-grants appear to be an effective way to promote “grass-roots” activity among a large number of diverse institutions. The mini-grants were largely successful in meeting the combined objectives of simplifying the application process, encouraging smaller institutions to apply, enabling professionals with no previous grant experience to learn about the process, and stimulating numerous projects in all regions of the state.

## Conclusion

A statewide survey of public librarians was conducted in 2004 and 2006. The purpose was to supply information about the Connecting Learners to Libraries (CLL) project's intended outcomes before and after the grant cycles. These surveys also provided evidence on whether changes in knowledge, skills, or behavior could be attributed to the grant project itself or were merely reflective of larger trends throughout the state. In other words, did the grant recipients demonstrate a larger improvement than librarians overall?

The Connecting Learners to Libraries project was successful. It met its objectives of increasing collaboration between public and school libraries. It achieved higher levels of communication between information agencies in a community and increased service levels to the target audiences served. By creating a non-competitive environment and allowing community autonomy to design grant applications and actions, the project reinforced its goal of connecting these two very different information agencies to better serve students in the shared community.

There has been significant sustainability of many of the grant communities without further funding; the communities have seen the value of these collaborations in developing partnerships and relationships that better serve students who will use them both. Some projects have been institutionalized into the fabric of the community and will continue to serve student populations in the future. Some projects have served to increase awareness of services that the public and school libraries offer to the community. Others have served to develop a more accurate awareness of how information agencies improve the quality of learning in the community.

It can be said that without this project some of this might have occurred simply because it would. However, it should be noted that on several occasions the CLL project brought about the incentive to begin the work to collaborate, and began the work to share understandings between the different types of agencies. Benefactors to this work were not only the students and the community, but also the libraries who participated in collaborating together. Understandings of each other's environments, challenges, and achievements became the anchors of the work done. There were many instances when there was clarity of responsibility and work between information agencies that had not existed prior to this project.

In sum, the CLL project provided the impetus to work together, and provided "the carrot" to open communication that would benefit the student user. In a larger scale, this type of project becomes stronger by including more than the academic population of a community as a focus, by extending some of the lessons learned into more than the two types of library agencies used in this study.

## Acknowledgements

A project of the size, scope, and ambition such as Connecting Learners to Libraries owes its success to all the people and organizations who worked so hard to turn the idea into a reality:

The Connecting Learners to Libraries project benefited immeasurably from the Advisory Committee's generous guidance and support.

Sara Behrman, Betty Marcoux, Matthew Saxton, and A. Elaine Twogood, the project's consultants, provided invaluable expertise.

The library community of Washington State is indebted to the Washington State Library and Library Council of Washington for their vision and leadership.

Funding from the Institute for Museum and Library Services (IMLS) through the Library Services and Technology Act (LSTA) made this all possible.

And lastly, thank you and kudos to the public and school library staff around the state who work so hard every day to make a difference in students' lives.

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## Introduction

The Connecting Learners to Libraries project provided incentive to public and school libraries in the same community for communicating and working together on projects that would support and enhance the education of the shared audience of K-12 students. To that end, noncompetitive mini-grants were offered to provide this opportunity throughout the state of Washington, especially targeting smaller institutions that may lack the staff or institutional infrastructure to effectively compete for larger grants. This report highlights not only some of the creative and innovative ways that this communication occurred but also reports on the lessons that were found to be important in undertaking this type of task in the future.

### *Background and learning needs assessment*

In 2003, the Washington State Library launched the Connecting Learners to Libraries (CLL) initiative funded by the Institute for Museum and Library Services (IMLS). The overall goal of this project was to seek to improve students' ability to effectively locate, evaluate, and use information to become independent life-long learners, and to increase students' ability to meet the Essential Academic Learning Requirements (EALRs). The specific objectives included:

1. Increase awareness in public library and school communities of K12 students' information literacy behaviors.
2. Improve public libraries staffs' knowledge of Washington State EALRs, especially as assessed in the Washington Assessment of Student Learning (WASL), and research models as they relate to K12 students' information literacy skills.
3. Improve school communities' knowledge of public library programs and services as they relate to K12 students' information literacy skills.
4. Provide funding for collaborative projects between public libraries and schools focused on improving students' information literacy skills.

While CLL was targeted at a specific audience and type of collaboration (public library-public school), the success of this project is rooted in the idea that the opportunity to learn and practice information literacy skills permeates all aspects of life, and that no single institution can meet all of the community's needs. Strategic collaboration and broad communication are critical keys to achieving desirable levels of information literacy in the population. The major interventions of the CLL project included:

- An online workshop on collaboration, information literacy, grant-writing and outcomes based evaluation (OBE)
- Two annual cycles of mini-grants to facilitate collaboration between public libraries and schools
- A two-day seminar for grant recipients on OBE and marketing their projects to the local community.

In order to prepare librarians to submit effective grant proposals for this initiative, the Washington State Library developed a training curriculum that was made available in an online workshop to provide instruction on the skills necessary for participants to achieve successful planning and completion of their projects. The training curriculum addressed the obstacles that have tended to inhibit interagency collaboration in the past. In general, librarians not only need to increase their knowledge of information literacy and develop or enhance their teaching skills, but also to learn skills for collaborating effectively and communicating clearly. However, acquisition of new skills and knowledge is of little value unless librarians adopt an underlying philosophy of the purpose of information literacy education and the nature of the challenge for providing that education in our society. All librarians must recognize that increasing information literacy is a community problem, and that different libraries and other agencies in the community can contribute to effective strategies for developing lifelong learners in all segments of the community.

Public libraries and school libraries operate in different organizational cultures, each with unique management and reporting structures, institutional goals, regulatory restrictions, oversight mechanisms, and reward systems. Furthermore, professionals in both types of institutions often have different certification requirements. Consequently, they often take different courses in graduate school, read different professional literature, attend different conferences, and participate in different continuing education events. Opportunity for collegial interaction between public librarians and teacher-librarians is low, leading to a lack of awareness about the duties, resources, and facilities of each institution. Beyond the formal procedural structure of any collaborative project, public librarians and teacher-librarians must adopt a proactive stance in creating community-centered opportunities to interact more frequently and regularly. Such efforts will also require a commitment of staff time from the administration of both institutions.

Technology can be useful as both a tool for teaching and a focal point for fostering professional interaction. The increasing sophistication of digital technology and expanded access to networked information in everyday life has been the primary motivating factor for teaching information literacy skills outside the classroom. The literature is replete with examples of collaboration between agencies that center on the joint creation of online resources, sharing online resources, or learning about online resources. Given the wide market penetration of major vendors and the popularity of statewide database licensing, both school and public libraries are often purchasing products with the same interface, and this commonality may be a useful starting point for teaching students the same research skills as they move between institutions. Professional development events that teach how to use specific software or products, manage technology strategically, or address policy and social issues concerning technology are natural venues for public librarians and teacher-librarians to meet.

To development of the online workshop was based on the following six learning needs identified from a literature review and a preliminary survey of public librarians in Washington State. (The full report on needs assessment is available at <http://www.secstate.wa.gov/quicklinks/CLL-ResearchReport>.)

## **1. Librarians need to learn how to communicate across institutional cultures and establish a formal plan for communication.**

Styles of communication vary widely across different types of institutions in terms of communication channels, frequency of communication, acceptable intervals between messages, and how to correct for miscommunication (i.e., failed expectations). Fitzgibbons (2000) identified poor communication between public and school librarians as a primary cause for low levels of collaboration, even though most librarians agreed that collaboration would be beneficial to students. Specifically, researchers identified more time to meet and the designation of liaisons as specific strategies for improving communication. Based on both user surveys and focus groups, Multnomah County Public Library determined it needed to improve communication with its eight area school districts to facilitate the development of collaborative programs. Of particular note, school librarians indicated a preference for phone calls and personal visits over email, and most indicated that they do not read flyers. Suggested strategies for improving communication included encouraging public librarians to make phone calls, arrange site visits, and to “job-shadow” (Bush and Oehlke 2002, 8).

The online workshop addressed these issues by teaching librarians:

- To plan for communication in terms of recognizing each other’s preferred channels and preferred times of day.
- To commit to maintaining regular communication, including both formal and informal channels.
- To select a librarian in both institutions to serve as a liaison, and to understand the duties the job entails.
- To identify topics of interest for both public librarians and teacher-librarians that can serve as the basis for joint continuing education events.
- Remember that preparing for Autumn must happen in Spring – don’t wait for Summer!

## **2. Librarians need to learn a process for establishing common vision and goals for information literacy across both school libraries and public libraries.**

Both types of libraries serve the K-12 student population and have similar goals in terms of reading promotion and helping users improve their research skills. However, the instructional role is not commonly understood across institutions. Public libraries provide an increasing number of educational services: preschool literacy, parent education, family literacy, homework centers, and home schooling, although public librarians do not usually self-identify as teachers or instructors. (Fitzgibbons 2000). Multnomah County Public Library recognized that their school related services were scattered across multiple departments and branches, and that greater centralization and the appointment of a services coordinator would help outreach to the local school districts (Bush and Oehlke, p.11-12)

The online workshop addressed these issues by teaching librarians:

- To identify similarities in the mission of both public libraries and local schools
- To define priorities, establish reasonable time-frames, and adopt an incremental approach to building effective collaboration
- To explain the grant development process from initial vision to completing a competitive proposal; librarians must learn how to turn an idea into a well-structured plan with a high likelihood of success.
- To learn how to write effective letters of support and assist community partners in preparing these documents.

### **3. Public and School librarians need to become familiar with each other's work environments and institutional cultures.**

Public and school librarians often have low awareness and a stereotypical image of each other's job requirements. In her description of the Connecting Libraries and Schools Project (CLASP) in New York, Tice (2001, p. 13) wrote, "The school librarian is no longer seen as a lone staff member with a cushy job, but as a professional colleague with valuable resources and a connection with public librarians." Echoing this same theme, one of the survey respondent commented, "... we have been working to forge strong links with the school, and the payoff is more respect and educators commenting on all the fine programs we offer." [Respondent 91]. The professional image of both public and school librarians was improved as a result of collaboration.

Multnomah County Library recognized that enhancing the collection in curricular areas required a deeper understanding of the school curriculum by public librarians and continued feedback from school librarians (Bush and Oehlke 2002, 9). In addition, access to such resources could be improved by modifying the library's website to include guides and finding aids specifically written to assist teachers and school librarians (Bush and Oehlke 2002, 11). Ryan agrees and further explains that the purpose of creating a well-designed website is to make it easy for teachers and administrators to find out what the public library can do and easy to communicate or follow up with questions (Ryan 2001, 17).

The online workshop addressed these issues by teaching librarians:

- To be proactive: Public librarians should take the lead in contacting schools and meeting with teacher-librarians, teachers, and administrators; teachers and teacher-librarians should visit their local public library and schedule a time to meet with staff.
- To implement and participate in job-shadowing exercises between public and school libraries; rotate the schedule so that all of the librarians serving children and youth have an opportunity to "walk a mile in each others' shoes."
- To learn about the certification requirements educational background of professionals and technical staff working in schools and public libraries and examine how the compare/contrast in both environments.

- To discuss how teachers and librarians develop instructional programs and gain approval for new endeavors: to understand the lesson-planning process and curriculum-mapping, working with trustees and advisory boards, and drawing support from Friends groups or PTSA's.

#### **4. Librarians need to learn how to identify the stakeholder agencies in their local community that can provide a learning opportunity for information literacy.**

The underlying philosophy of the CLASP project [of New York Public Library] is clearly identified on the project homepage (<http://www.nypl.org/branch/services/clasp.html>):

“Our schools cannot bear the full burden for developing reading skills in young people. Meeting this challenge requires the cooperation of parents, caregivers, teachers, community groups . . . *and libraries.*”

The same principle can be extended from reading literacy to information literacy. Schools cannot succeed alone. Information literacy skills must be valued and reinforced by the larger community.

The online workshop addressed these issues by teaching librarians:

- To identify potential partners in the community such as after-school programs, homework centers, community centers, recreational programs, and other agencies where students might practice information literacy skills.
- To understand the different teaching methods and types of instruction that public libraries and schools are able to provide, and be aware of these complement one another.
- To promote and utilize activities in the community that increase information literacy (e.g. a workshop targeted at teens offered by a local clinic about finding health information).

#### **5. Librarians need to learn how to identify the availability of digital resources across institutions, maximize the learning opportunities provided by Washington’s Statewide Database Licensing project (SDL), determine the strengths and weaknesses of these resources, and identify common access structures across resources.**

Teaching students how to use online resources effectively is critical to enabling them to find and access information in a digital environment. The challenge of helping students and other library users to work with online resources effectively creates a common opportunity for both public libraries and schools to work together. Teaching others how to use digital resources are valuable skills that librarians can share with teachers. During a focus group discussion, teachers from Multnomah County indicated that they did not feel “tech savvy” and saw teaching technology as a difficult task. Several teachers indicated that something as basic as a

webliography tailored to a school assignment would probably be even more valuable than “yet another workshop” (Grove-Quirk Insight 2002, 19).

The online workshop addressed these issues by teaching librarians:

- To identify the online resources in the local schools, beginning with those resources made available through SDL.
- To utilize training materials and techniques being used at the school library for databases and other resources which are held in common (e.g., *ProQuest*, *eLibrary*) in order to reinforce regular instruction, and to develop a similar training approach for resources that are only held at the public library.
- To develop assignment-related online guides and tutorials that can be linked from both the school and public library websites.

#### **6. Librarians need to learn how to apply outcomes based assessment techniques for continuous evaluation of information literacy learning.**

Librarians must learn how to utilize outcomes-based evaluation (OBE) in order to demonstrate how projects funded under the CLL initiative will make a difference in the lives of the students being served. One of the key requirements for conducting OBE is that participants must identify *a priori* the indicators that signify a desired change or outcome is occurring. This approach makes it easy for librarians to gauge the success of their project and also “tell the story” of what they’ve achieved by describing how their intended audience has benefited. Librarians will need to be conversant with the principles, procedures, and application of OBE in order to report their project achievements effectively.

The online workshop addressed these issues by teaching librarians:

- To understand the underlying philosophy of OBE.
- To distinguish between short-term and long-term outcomes for both public libraries and schools.
- To define outcomes in terms of visible indicators that signify change.
- To define levels of success based on these indicators that reflect the different institutional goals of public libraries and schools.
- To use multiple means of observation to gauge each outcome at multiple locations and multiple times.
- To report project performance in terms of user benefit instead of staff activity.

In addition to the online workshop, grant recipients were also invited to participate in a two-day seminar on how to apply outcomes-based evaluation to their grant project and is described in the following section.

### ***Outcomes Based Evaluation and the Logic Model***

The CLL advisory committee decided at the onset of its planning that it would infuse OBE into all aspects of its organization and activities, and evaluate the project's success in meeting its goals according to an OBE model. The committee identified five major outcomes and data sources:

Outcome	Data Source
Public Library and K-12 staffs increase level of collaboration.	Pre- and post-tests (i.e., surveys) both statewide and of grantees.
Public Library and K-12 grantees demonstrate awareness of each others' services and resources.	Pre- and post-surveys of grantees before participating in an OBE workshop and after completion of their grants.
Public Library and K-12 grantees demonstrate awareness of education issues that affect student achievement.	Pre- and post-surveys of grantees before participating in an OBE workshop and after completion of their grants
Public Library and K-12 grantees increase their information literacy skills (as measured by knowledge of research models).	Pre- and post-surveys of grantees before participating in an OBE workshop and after completion of their grants.
Public Library and K-12 grantees demonstrate an increased understanding of OBE	OBE retreat evaluations and evidence in final narrative report of sub-grantees

The advisory committee formed an OBE subcommittee whose charge was to develop a logic model for the project and oversee all of CLL's OBE efforts and activities. Members of the OBE subcommittee completed basic OBE training offered by Performance Results, Inc. in December 2003. During 2004, the subcommittee developed an OBE logic model in order to assess the overall effectiveness of the project (see Tables 1-4). A series of pre- and post- tests of grant recipients and non-recipients were utilized to measure the extent to which participant's skills, knowledge, and behavior had changed as a result of the project.

The subcommittee worked closely with consultants hired to provide OBE training to CLL grant recipients at a two day retreat seminar offered in the autumn of 2005 and 2006. The main goal of these retreats was to provide grant recipients with the tools necessary to measure and report the success of their projects. In addition to the workshop training, retreat participants received notebooks containing resources designed to assist them with their OBE work (available online at <http://www.secstate.wa.gov/quicklinks/CLL-OBE>). By the conclusion of the retreat training, participants had created a draft evaluation plan for their projects. Over 100 librarians participated in the two years of OBE training. Additionally, the 2006 sub-grantees were required to 1) develop a logic model for evaluating their projects, and 2) report their projects' success in an OBE format.



<b>Table 1: Increase level of Collaboration</b>					
<b>Outcome1</b>	<b>Indicators</b>	<b>Applied to</b>	<b>Data source</b>	<b>Data interval</b>	<b>Goal or Target</b>
Public Library & K-12 staff increase level of collaboration	Percent/number of public libraries & schools that communicate at least MONTHLY about student issues	Public libraries & schools statewide	OSPI & Connecting Libraries survey	Pre-survey: 2004  Post-survey: 2007	80%
	Percent/number of schools that have links to public library website	Grant participants	Website	One year	50%
	Percent/number of public libraries that have links to school website	Grant recipients	Website	One year	50%
	Percent/number of schools that direct reference questions to public libraries	Grant recipients	Survey	Survey	75%

**Table 2: Demonstrate awareness of partner's services**

<b>Outcome 2</b>	<b>Indicators</b>	<b>Applied to</b>	<b>Data source</b>	<b>Data interval</b>	<b>Goal</b>
Public Library & K-12 staff demonstrate awareness of each others' services and resources	Percent/number of public library staff who are aware of their local schools' databases	Grant recipient	Pre- and Post-project surveys	One Year	90%
	Percent/number of K-12 staff who are aware of their public library's databases				75%
	Percent/number of K-12 staff who are aware of their public library's collections that support student research				90%
	Percent/number of K-12 staff who are aware of programming at the public library that support student research				90%
	Percent/number of public library staff who are aware of how their collections and programming support student research				60%

**Table 3: Demonstrate awareness of educational standards**

Outcome 3	Indicators	Applied to	Data source	Data interval	Goal
Public Library & K-12 staff demonstrate awareness of Education standards of student achievement	<p>Number/Percent of public library staff who indicate they are somewhat or highly familiar with</p> <ul style="list-style-type: none"> <li>• Culminating Project requirements</li> <li>• WASL scores</li> <li>• Essential Academic Learning Requirements (EALR)</li> <li>• Grade Level Equivalents (GLE)</li> </ul> <p>Number/Percent of K-12 staff who indicate they are somewhat or highly familiar with</p> <ul style="list-style-type: none"> <li>• Culminating Project requirements</li> <li>• WASL scores</li> <li>• Essential Academic Learning Requirements (EALR)</li> <li>• Grade Level Equivalents (GLE)</li> </ul>	Grant recipients	Pre- and Post-project surveys	One Year	<p>75%</p> <p>90%</p>

**Table 4: Demonstrate awareness of research models**

<b>Outcome 4</b>	<b>Indicators</b>	<b>Applied to</b>	<b>Data source</b>	<b>Data interval</b>	<b>Goal</b>
Public Library & K-12 staff demonstrate awareness of research models	Number/Percent of public library staff who can identify the research model used in their local schools.	Grant recipients	Pre- and Post-project surveys	One Year	50%
	Number/Percent of K-12 staff who can identify the research model used in their school				90%
	Number/Percent of public library staff who can identify at least 3 components common to multiple research models				40%
	Number/Percent of K-12 staff who can identify at least 3 components common to multiple research models				75%

## Survey Information

In 2005, the Washington State Library announced the start of a grant cycle to award non-competitive “mini-grants” in an amount not to exceed \$2,000 for the purpose of encouraging public library-school library collaboration under the CLL initiative. Each application required a public librarian and a school librarian to join as partners in implementing a project aimed at helping students increase information literacy skills and become more effective users of information to improve academic performance. Some projects involved more than two partners, but the award amount remained the same. In 2006, a second cycle of mini-grants was announced, and some libraries applied in both years. Libraries across all regions of the state participated in the grant cycle (see Table 5 and Figures 1-2).

**Table 5: Geographic distribution of mini-grants**

	Northwest	Northeast	Southwest	Southeast	Total
2005	16	10	15	7	48
2006	14	16	8	4	42
Total	30	26	23	11	90

The OBE subcommittee deployed seven surveys over a three-year period (see Table 6). Data from these surveys were used both for initial needs assessment, assessing the efficacy of mini-grants, and determining success in achieving project outcomes.

**Table 6: Summary of survey responses**

	Date	# Responses
Mini-Grant Survey	May 2005	43
Statewide survey		
Before grant cycles	Aug 2004	213
After grant cycles	Nov 2006	178
2005 grant recipients		
Pre-grant	May 2005	133
Post-grant	Sept 2006	51
2006 grant recipients		
Pre-grant	May 2006	108
Post-grant	May 2007	61

Most of the surveys followed a pre- / post- design to provide a “before and after” perspective of the respondents for the purpose of comparison. The survey about attitudes toward mini-grants was only deployed once. This section summarizes and discusses how this survey evidence was used in outcomes-based evaluation of the project. Full data on each survey response is reported in Appendix C.

Figure 1: Fiscal year 2005 mini-grant distribution

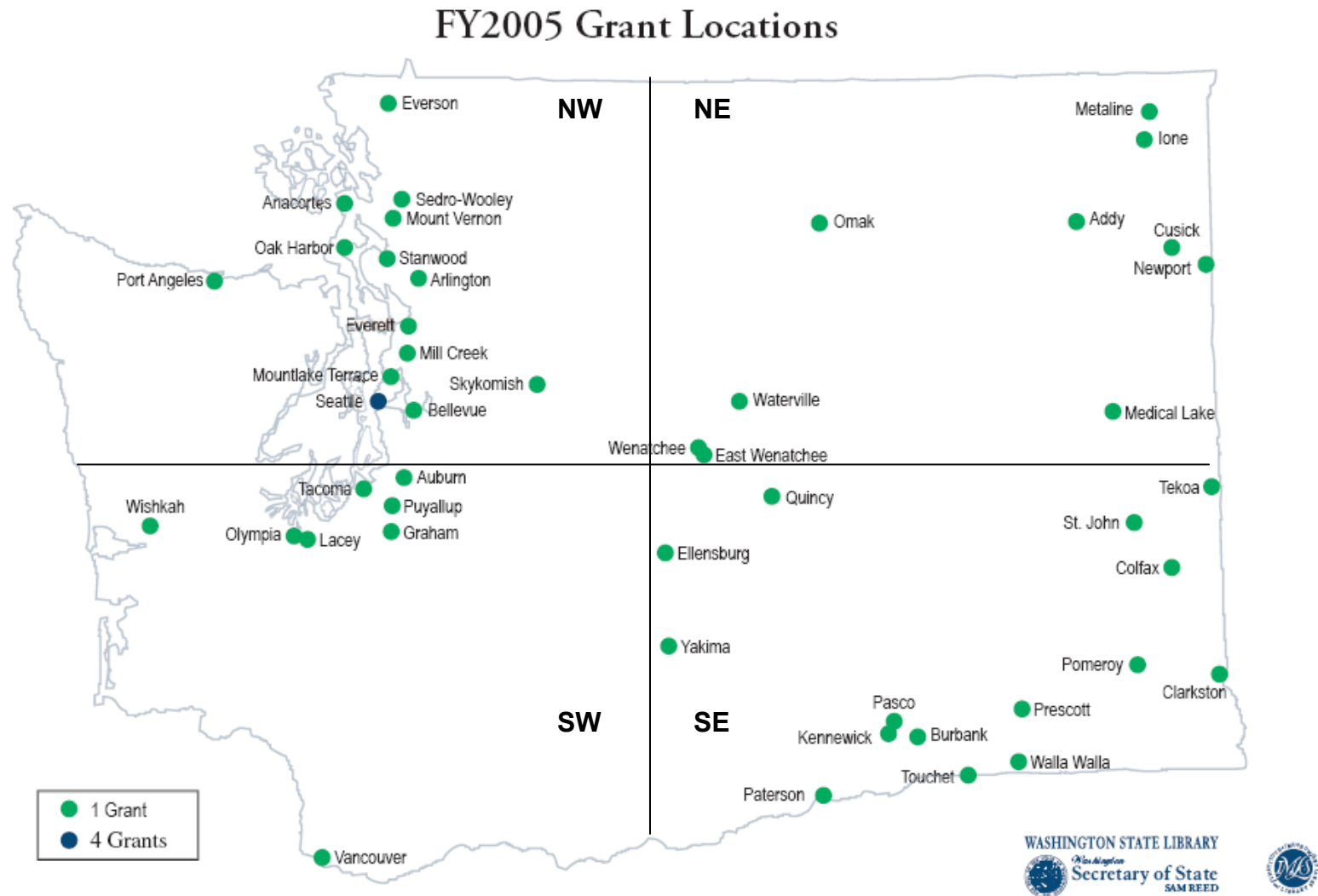
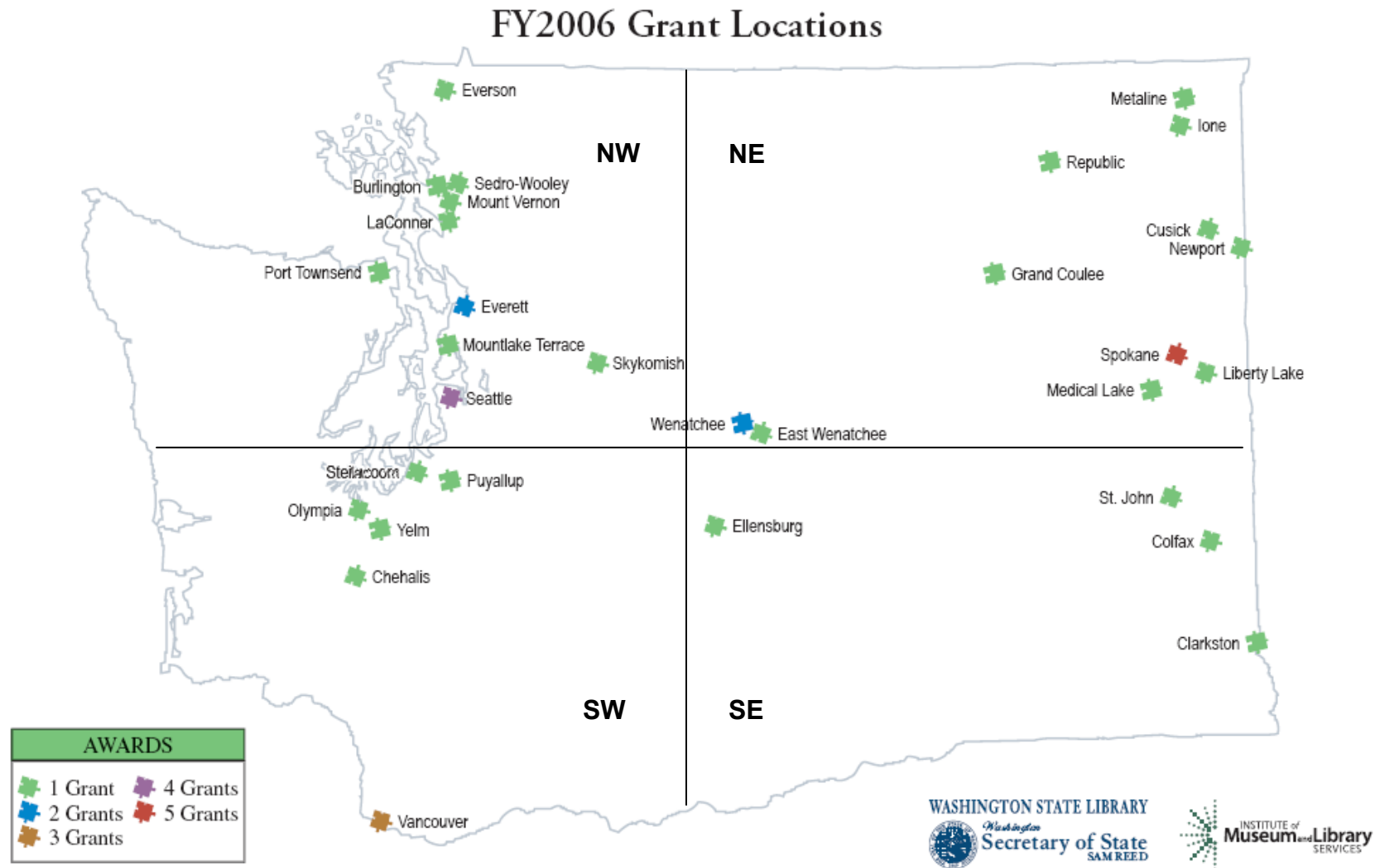


Figure 2: Fiscal year 2006 mini-grant distribution



### ***Mini-grant Survey***

The introduction of the mini-grant concept was meant to serve multiple objectives:

- Minimize the amount of effort required in the application and reporting process so that small libraries with a small staff could participate.
- Encourage grass-root efforts by staff who may have had little previous experience or opportunity to apply for larger, more competitive grants in the past.
- Provide seed money to enable librarians to partner and implement small-scale projects that could be implemented on a short timeframe, sustained without continued grant support, and would have an immediate benefit to students in their service population

The practice of awarding mini-grants to support LSTA sub-grantee projects was unusual for Washington State. This use of mini-grants provided a rare opportunity to gather users' attitudes and opinions about mini-grants. In May 2006, two groups were surveyed to gather feedback and observations from the initiative's target audience (public and school librarians). The first group was composed of librarians who had applied for and received a mini-grant earlier in autumn 2005. The second group included librarians who had requested access to the application materials online, but then did not actually complete an application in 2005.

The design of this survey was guided by three underlying research questions:

1. Did librarians believe the amount of the grants was too small to support their needs and interests?
2. Did librarians believe the application process was efficient and not time-consuming? Did librarians believe the reporting requirements would not be burdensome?
3. What may have prevented librarians from applying for a mini-grant?

100 librarians who received a grant in autumn 2005 were invited to complete the survey, and 43 responded. The strong response, representing almost half the target population of the survey, indicates that the attitudes of successful applicants are well represented in the sample. This group will be described hereafter as "grant recipients."

60 librarians who requested access to the online workshop but did not submit an application for autumn 2005 were invited to complete a similar survey. Even though a low response rate was anticipated, the results were weaker than hoped for with only 13 librarians taking part. Consequently, the sample cannot be used to generalize to the population as a whole, but the results can be considered as anecdotal evidence. This group will be described hereafter as "non-applicants."



Overall, recipients indicated in survey responses that the concept of the mini-grant is attractive to smaller institutions and enabled them to apply for funds to support “grass-roots” projects. Survey findings suggest:

- The amount of \$2,000 was satisfactory to the majority of recipients. The size of the award did not appear to discourage individuals from applying and reapplying. Many respondents express uncertainty about applying for larger, competitive grants. Several commented on how the mini-grants were effective in meeting their needs and well-suited to the time and resources they could commit. Two-thirds of survey respondents indicated that they had reapplied for 2006, and almost all (90%) indicated they would be interested in applying for future mini-grants.
- The majority of grant recipients reported that the application and reporting process was not a factor for concern. However, a larger than anticipated proportion did express some concern, and a number of non-applicants cited concern about the application process as a reason for not applying. Given the low documentation requirements for these mini-grants and the high level of online support, one might conclude that some library staff and their institutions are not prepared to apply for grants even when only the most minimal administrative effort is needed.
- Librarians’ concerns about the time commitment required to implement a grant project was cited as the predominant reason for not applying or reapplying for a mini-grant.

The response rate from non-applicants was too small to be conclusive, but the anecdotal evidence from these responses aligns with grant recipients’ opinions about mini-grants.

***Did librarians believe the amount of the grants was too small to support their needs?***

Of the grant recipients, the majority of respondents indicated that the amount of the mini-grant was satisfactory. Almost 80% of those who applied responded that \$2,000 was sufficient to accomplish their program objectives. Another indicator of satisfaction with the grant amount is the willingness of recipients to reapply for additional mini-grants. Two-thirds of survey respondents indicated that they had reapplied for 2006, and almost all (90%) indicated they would be interested in applying for future mini-grants.

<b>Table 7: Future intent to apply for mini-grants</b>			
If the mini-grants were offered again, would you consider applying for a \$2000 mini-grant in the future?	Non-applicants (n=13)	Grant Recipients (n=42)	
		Would Consider applying	Actually re-applied
Yes	83%	90%	63%
No	0%	5%	37%
Unsure	17%	5%	

Both grant recipients and non-applicants indicated less confidence about applying for competitive grants of a larger amount. Only about a half of recipients and a third of non-applicants indicated they would consider it. For both groups, a substantial proportion of respondents indicated they were unsure.

<b>Table 8: Degree of interest in competitive grants</b>		
Increasing the amount of the grant would limit the total number of awards, resulting in competition among applicants. Would you consider applying for a <b>competitive</b> \$10,000 or greater grant in the future?	Non-applicants (n=13)	Grant Recipients who did not re-apply (n=42)
Yes	31%	50%
No	23%	14%
Unsure	46%	36%

In their comments, many respondents made favorable statements about the amount of the grants. Several expressed satisfaction with receiving funding for small scale projects that were manageable and feasible to implement:

“I think the decision to limit grant requests to \$2,000 in this cycle is a very supportable one, since it gives many libraries, especially smaller ones, an opportunity to get some grant help in a relatively simple, straightforward manner.”

“For a small school like [name deleted], opportunities like these are critical to offering students something beyond the basics... gave me the opportunity to directly impact the science curriculum at our school ...In addition, the entire process was very well-planned. The process was logical and addressed all my needs. The mini-grant experience was detailed and belied its small dollar amount.”

“I would hope to see the mini-grant process continue for several years. I got a lot of good ideas from other teachers when they presented their projects at the retreat, and I hope to replicate some of them here.”

In summary, the survey findings suggest that \$2,000 was satisfactory to the majority of recipients. The size of the award did not appear to discourage individuals from applying and reapplying. Many respondents express uncertainty about applying for larger, competitive grants. Several commented on how the mini-grants were effective in meeting their needs and well-suited to the time and resources they could commit.

### ***Did librarians believe the application process was streamlined and efficient?***

Of the grant recipients, over two-thirds indicated that filling out the application did not take an undue amount of time for the amount of the grant. While this represents a strong majority, a higher proportion of positive responses was anticipated given that the application process

required minimal effort in terms of the State Library's requirements for documentation. An even larger proportion (87%) of respondents indicated that they found the online tutorial to be useful in preparing the application. These findings appear contradictory, but one possible explanation may be that the response reflects not only the user's experience with the State Library but also with the internal processes of the school district and public library. Such feelings were indicated by some respondents' comments:

"We needed to work through a [library name] official, and we didn't connect beyond phone message and one conversation. He indicated it having to fit into his limit, and I got discouraged by the additional filter..."

"Just not knowing our district's 'fiscal agent' put me off last year. This year I had a friend who helped me know who put down as a fiscal agent, and how to get a hold of them."

Another indicated that even less documentation should be required given the size of the grant:

"I did feel the paperwork for the grant was out of balance to the \$\$ amount. For example: My collaborator got a \$5000 grant from the Barbara Bush foundation and there was no reporting required. While this is probably too extreme [there should be some accountability] this was a bit much."

Internal factors of the institution and perceptions of other agency's requirements may have led to barriers that could not be anticipated by the Washington State Library.

Almost 80% of grant recipients indicated that they were not concerned about meeting the reporting requirements at the conclusion of this project. One explanation for this may be the high level of participation in the first OBE retreat seminar (November 2005) that outlined the basic concepts and tools for reporting project outcomes.

In their comments, many respondents expressed appreciation for the simplicity of the application process. Some viewed this experience as an opportunity for learning about grants in general.

"I think mini grants are so much better to work with because it doesn't require too much work and it's much more easy to handle. Bigger projects just take up too much time with planning and implementation."

"I also think most of us really struggle to find a way to squeeze more time out of our busy schedules, so a grant process that is not overly time consuming is much appreciated."

"...one of the most beneficial things about this grant to me was the education of going through the process, I now feel much more confident of tackling a larger type of grant if I see one come along."

“I liked the non-competitive nature of this grant--it fit perfectly into the amount of time I had available, and also the amount of experience I have with grants.”

In summary, the majority of grant recipients reported that the application and reporting processes were not a factor for concern. However, a larger than anticipated proportion did express some concern, and a number of non-applicants cited concern about the application process as a reason for not applying. Given the low documentation requirements for these mini-grants and the high level of online support, one might conclude that some library staff and their institutions are not prepared to apply for grants even when the most minimal effort is needed. This may indicate an opportunity for the State Library to offer further training on grant-writing and development specifically targeted at small institutions.

***What may have prevented librarians from applying for a mini-grant?***

Among non-applicants, the most common reason cited for failing to apply for a mini-grant in 2005 was a perceived lack of time. Sometimes this was associated with concern about documentation, but more frequently associated with concern for the amount of time the project itself would require during the year. Typical statements include:

“I (& my most enthusiastic school partner) are both stretched so thin that we are in danger of vanishing. It took too long for us to find time to meet to agree on goals...”

“The amount of the grant in relation to the complexity of applying and reporting made it impossible on my limited time...”

“The mini-grant I was part of did not work out very well with my high school schedule. The other school partners had a more successful experience since the Elementary and Middle School Library have classes scheduled in on a regular basis. My school operates in a Block Schedule and it is very difficult to 'encourage' teachers to give up class time for an outside project”

Concern about the application process was the second most popular reason for not applying, and the uncertainty about what type of project to pursue was the third most popular. Although the sample is not large enough to generalize about all non-applicants, these findings provide some evidence that concern about time commitment was the predominant concern.

<b>Table 9: Reasons for not applying</b>		
Did any of the following issues stop you from applying for the mini-grant <b>last year</b> ?	Non-applicants (n=13)	Grant Recipients who did not re-apply (n=43)
I did not have time or resources to dedicate to the project last year	54%	50%
The application process was too complicated	38%	6%
I was unsure what type of project to pursue	31%	6%
My school or library does not have the staff or resources to handle a grant project	15%	6%
I had difficulty finding a partner	15%	0%
The amount of grant was too small	8%	0%
The reporting requirements appeared too complicated	8%	13%

Grant recipients who did not reapply for a grant in 2006 also cited concern about time commitment as the most popular reason for not applying, as evidenced in the following statements:

“I am going through a period of transition in my job, and I didn't feel I could commit to the time it would take to go through the grant process this year. I would, however, apply in the future.”

“An alleged 'budget cut' has me 1/2 time at two middle school libraries; therefore, I'll not have sufficient time, resources, energy, to apply nor carry out any successful application.”

Stresses associated with changes in job responsibilities and time management issues appear to be the most critical factors of concern to professionals who opted not to reapply. Other than issues associated with time commitments, a small number of respondents indicated some dissatisfaction from working with their partner:

“It was obvious that the public librarian had not worked with large numbers of children—too much lecture and not enough hands-on.”

“Most public librarians haven't worked with students in large numbers.”

Based on this feedback from the participants, the mini-grants were largely successful in meeting the combined objectives of simplifying the application process, encouraging smaller institutions to apply, enabling professionals with no previous grant experience to learn about the process, and stimulating numerous projects in all regions of the state. One of the primary goals of the CLL initiative was also to stimulate communication and increase collaboration between schools and public libraries. While this survey did not explicitly address the question

of whether such collaboration was successful, respondents did share some positive observations regarding their collaborative experiences:

“I think this is a great idea. Last year the public library was the sponsor and this year we went a different direction with the school as the sponsor. It has really helped improve the relationship between the school and public library.”

“We did apply in partnership with our local town library. We were delighted. The town librarian did the actual grant writing, but we assisted in developing the plan.”

“Although I could accomplish more with a larger grant it would mean that less people participate and less people reap the benefits of the grant... I really think that encouraging many partnerships between school and public libraries is really fabulous.”

“The collaboration was a great excuse to spend time together - people from both institutions.”

Further research could explore the extent to which the nature of mini-grants provide a level of flexibility and responsiveness that facilitates the development of collaborative relationships between professionals more effectively than large grants requiring more administrative investment and overhead expenses on a the part of a given institution.

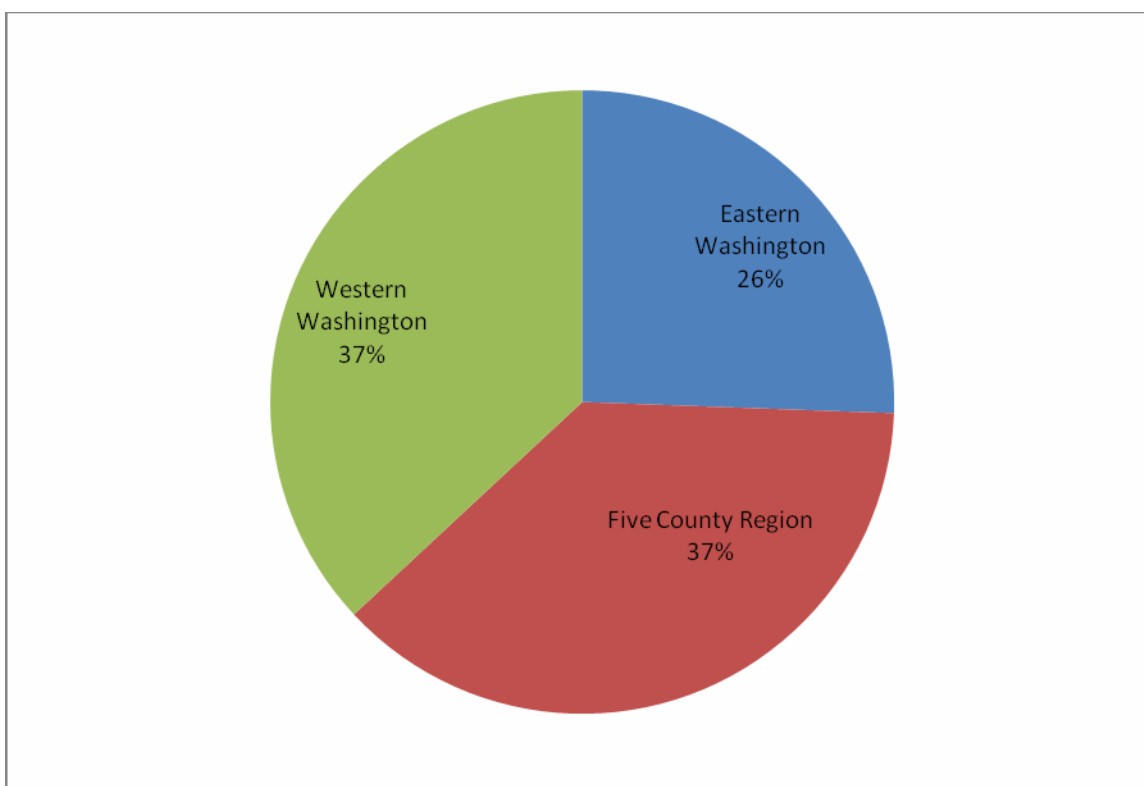
### ***Statewide Survey of Public Library Staff***

A statewide survey of public librarians was conducted in 2004 and 2006. The purpose was to supply information about three project outcomes (identified in the tables below) before and after the grant cycles. These surveys also provided evidence on whether changes in knowledge, skills, or behavior could be attributed to the grant project itself or were merely reflective of larger trends throughout the state. In other words, did the grant recipients demonstrate a larger improvement than librarians overall?

The CLL OBE subcommittee avoided surveying school librarians since the Office of the Superintendent for Public Instruction (OSPI) had recently completed a survey of this population earlier in 2004. Six of the questions used in the OSPI survey were adapted to the survey of public librarians. While attempting to keep the phrasing of questions consistent, the direction of the question in the OSPI study is the “reverse” of the one used in the CLL survey, asking librarians about schools instead of asking teachers about the public library.

Survey respondents included librarians from all regions of the state, with more responses coming from the more populated regions. The “Five County Region” in the chart refers to Island, King, Kitsap, Pierce, and Snohomish counties in the Puget Sound area.

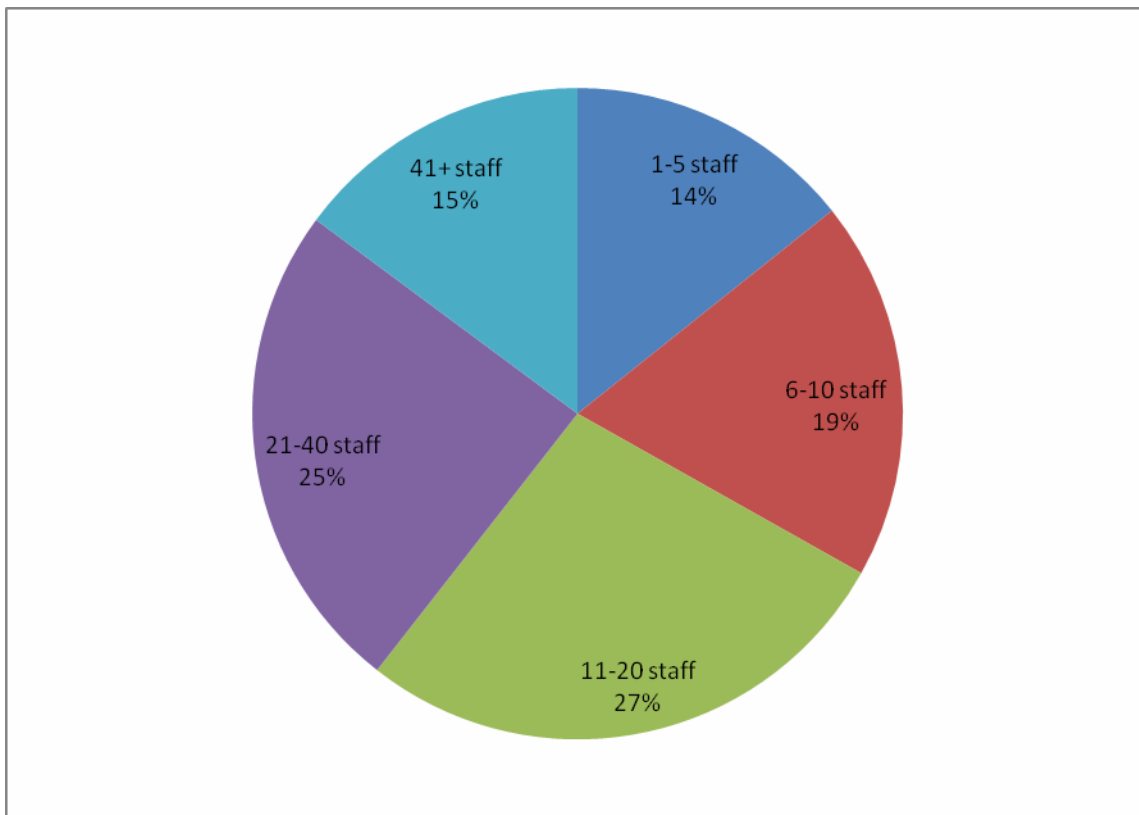
**Figure 3: Geographic region of 2006 statewide survey respondents**



Librarians in Eastern Washington were less likely to make site visits or offer classes, which may be a result of having smaller staff or greater distances to travel in rural communities. Outside the five county region in Western Washington, librarians were more likely to make site visits and offer classes at local community centers. One possible explanation may be that libraries in smaller communities may find it easier to build relationships with other community agencies.

Survey respondents included staff working in libraries with a wide range of staff size. Small, medium, and large libraries were well equitably represented in the sample.

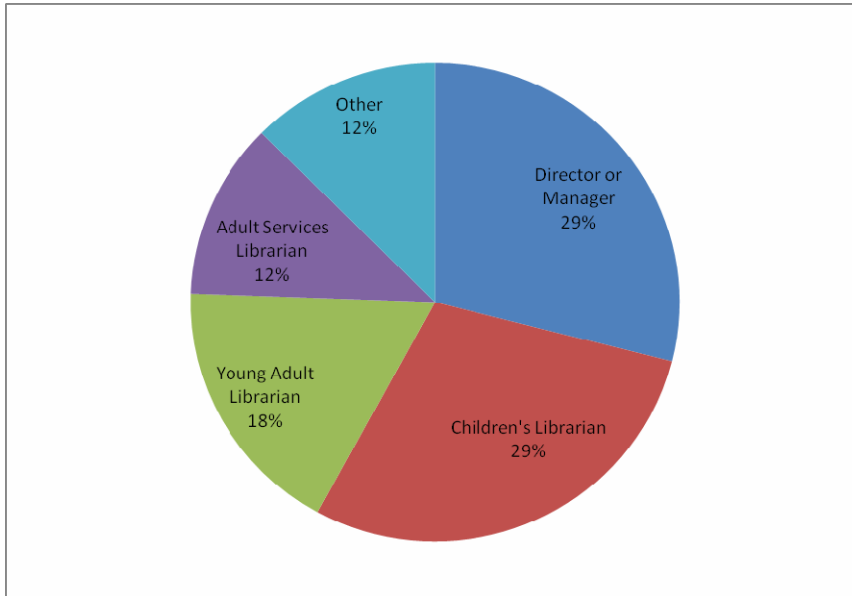
**Figure 4: Library staff size of 2006 statewide survey respondents**





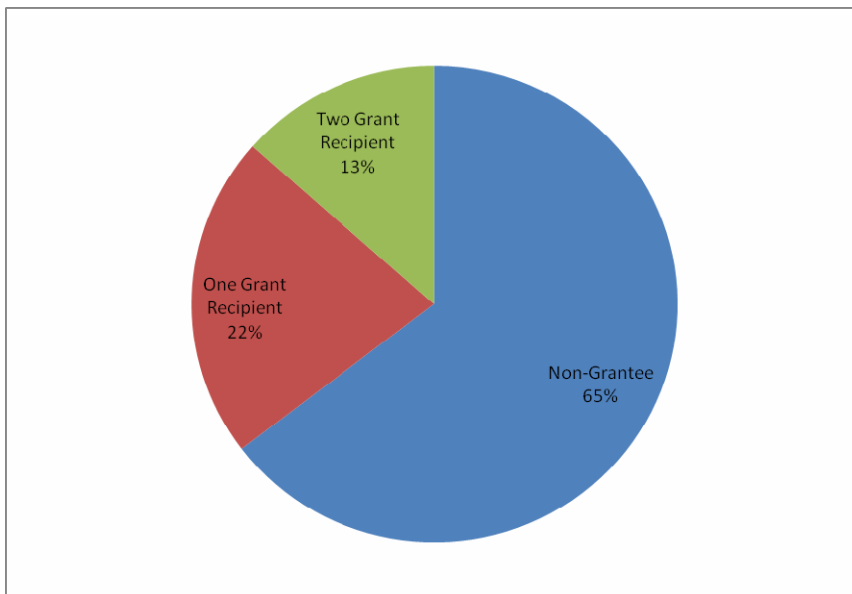
Survey respondents included staff serving a variety of departments that serve the needs of K-12 children. Respondents included managers, librarians, technicians, and volunteers. The sample included representation of all staff having contact with children and youth.

**Figure 5: Professional position of 2006 statewide survey respondents**



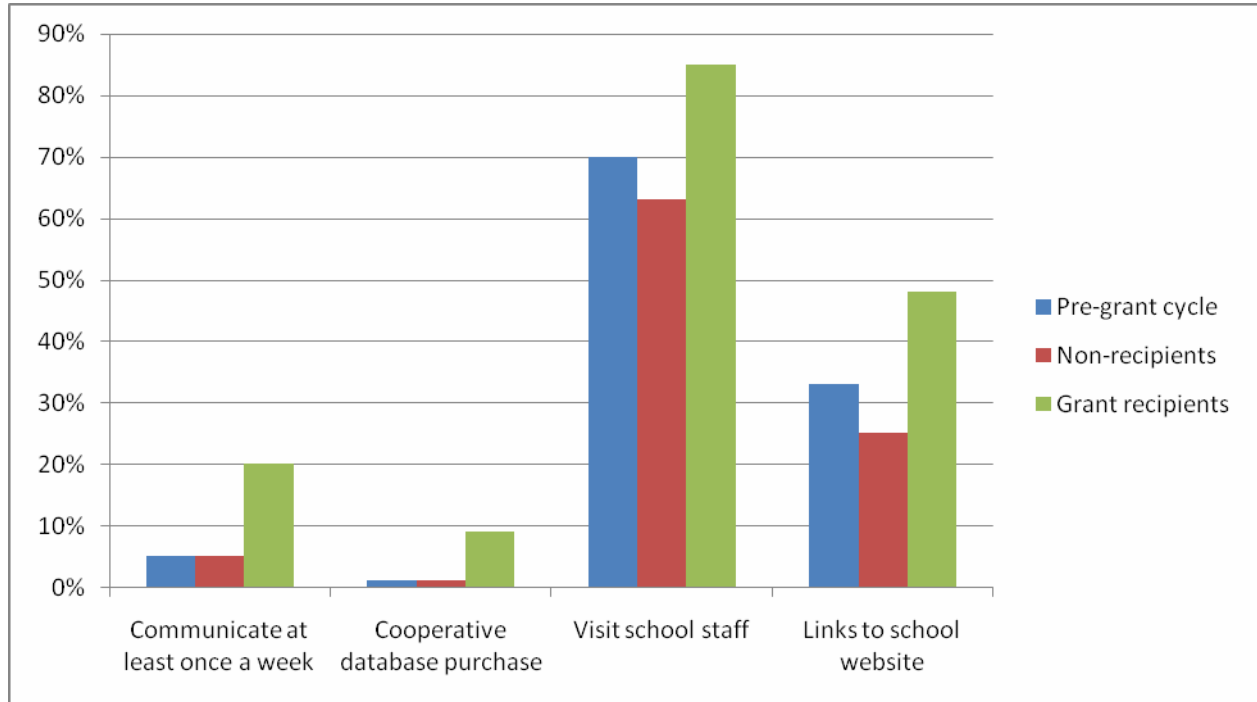
Just over a third of survey respondents were grant recipients. This proportion was large enough to make comparisons between recipients and non-grantees.

**Figure 6: 2006 statewide survey respondents**



The following discussion presents evidence about the achievement of grant recipients in comparison to non-recipients on indicators for multiple project outcomes. In summary, survey results from grant recipients indicate stronger performance over results from 2004 which were gathered prior to mini-grants. Furthermore grant recipients show stronger performance than non-recipients. This evidence suggests that participating in the grant project is associated with desired changes in knowledge and behavior.

**Figure 7: Outcome performance of public library grant recipients**



### **Outcome 1: Increase level of collaboration**

The first step in collaboration is to communicate. 2004 survey results indicated that only about 5% of public librarians communicated on a weekly basis, and less than a third on a monthly basis. In 2006, these figures were consistent for non-grantees, but 20% of grant recipients indicated that they communicated on a weekly basis – four times the proportion of non-grantees. Also, almost half of all grantees communicated on a monthly basis, compared to less than third for non-grantees.

Almost all respondents indicated that they knew the names of school librarians in their local area, which is a promising improvement over earlier reports that approximately a third of public librarians could not name a single high school or junior high school librarian in their local community (Callison 1991). The overwhelming majority of respondents (60-80%) indicated that they make school visits, perform book talks at school, and have a summer reading program.

<b>Table 10: Frequency of communication with school librarians (Outcome 1)</b>			
How often do you communicate with the school librarians in your local community?	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	113
Never	6%	0%	20%
About Once a Year	15%	14%	19%
About Once Every Few Months	49%	38%	33%
About Once a Month	25%	28%	23%
About Once a Week	5%	20%	5%

Another general indicator of increased collaboration is participating in cooperative purchase of online databases. Grant recipients were 9 times as likely to participate in cooperative purchases of online databases as non-grantees.

<b>Table 11: Cooperative purchase of online databases (Outcome 1)</b>			
Cooperative purchase of online databases	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	100
Yes	1%	9%	1%
No	99%	91%	99%

Almost all librarians surveyed indicated that their libraries collaborate with local schools in offering library orientations and reading promotions. Such activities are traditional outreach activities for public libraries, and do not require extensive communication and effort to invite local schools to participate. Other types of activities require greater levels of communication. Of those who indicated that their libraries collaborate with local schools in database instruction or professional development activities, almost 40% indicated they communicate once a month or more frequently. Of those who collaborate on professional development activities, almost 60% indicated they communicate once a month or more frequently.

When asked about the greatest rewards of collaborating with school librarians, some respondents cited establishing informal communication with the school librarians as a key benefit in and of itself:

“Communication with the school librarian - providing insight into the needs of their school that the public library might satisfy. More information on curricular needs...”

“...one of the great things is when a teacher comes in and we start talking and they didn't even realize they could bring their class here for a tour, instruction, stories, talk about summer reading program, etc. etc. etc.”

Others wrote about how initial communication progressively leads to a greater level of cooperation overall:

“It is very rewarding to meet with school librarians and plan school visits. I have given out public library cards and information during lunch at a local middle school, and have the opportunity to promote all teen programs at my library to teens by doing class visits in the schools. Several times a year both high school and middle school classes come to the public library for instruction. ... I also promote the high school honors English class summer reading list by having the list available for students and doing a summer display with the required readings.”

“Once you are in the door and have done something you become more visible and then the teachers /principals/american corps volunteers begin calling you more.”

However, numerous respondents felt that lack of communication would be a serious obstacle to successful collaboration. When asked about the greatest challenges they encountered while collaborating with school librarians, they indicated:

“... we've tried many times to attend school faculty meeting - the schools don't seem interested in having us there.”

“Communication is always the tough part, we are all busy people. and as staff changes, the relationships between schools and libraries are constantly needing reinvention and attention.”

“... I try to attend teacher's meetings annually, but last time my time was used to decide on the color of the new carpet.”

Others noted that it takes times to develop good communication and personal relationships:

“In a previous job (different state) the local school teachers saw the library as a resource, and I had several who would bring the classes in for database training and work on school projects. I'm relatively new to this location, so I'm still building the support base here.”

“... I used to work with one of the high school librarians who would call for assignment alerts & have me do displays at the school promoting summer reading at the public library, but she is now retired & I haven't made the same connections with the new librarian.”

Both public and school librarians must improve their communication skills if we are to accomplish more than the tour/reading program/storytelling platform of interagency

collaboration. As one librarian phrased it, his or her library wasn't involved in any collaboration, "...other than offering library tours to interested teachers/classes or going to the schools to promote the summer reading program."

## **Outcome 2: Demonstrate awareness of partner's services**

While the majority of all respondents indicated that they had visited a local school library, grant recipients were 20% more likely to visit a school library to meet with staff, and 10% more likely to visit to interact with students.

<b>Table 12: Public librarians visiting local school libraries (Outcome 2)</b>			
Have you ever visited a local school library in order to meet with school staff?	<b>2004</b> Prior to Grant Cycles	<b>2006</b> After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	113
Yes	70%	85%	63%
No	30%	15%	37%
Have you ever visited a local school library in order to interact with students?			
Total Number	213	65	113
Yes	77%	86%	73%
No	23%	14%	27%

Several respondents indicated that they were involved in providing database demonstrations for local schools. Such demonstrations either took place during a public library tour or during a site visit to the school by a public librarian. During these sessions, teachers learned as much as the students.

"Database demonstrations presented a better idea to students of what the difference is between a database and an internet page. The kids were very focused on the material presented."

"...The public librarian also teaches classes at the school on how to use the library online resources to do research on the particular topic being studied. This type of complex collaborative project is a wonderful experience for the students who become familiar with the resources of their local library. The teachers also get instruction on how to do online research effectively right along with the kids..."

"Visited w/ local HS staff to review online access to my library district's catalog & databases--staff seemed thrilled as were unaware of online access & resources in lib. Saw increased use by HS students in library after the demo. Increased cooperation with

HS staff RE: homework alerts & questions as to what we had that could fit their curriculum.”

Digital resources held in common might be the most effective ones to use as the central piece of their instructional program. Those resources made available to Washington schools and libraries through SDL form a natural platform to build on in planning collaborative instructional efforts. Alternatively, resources that are only available at the public library may be of particular value to the student and also those which the student has never used before. Learning how to use each other’s unique resources should be an immediate objective, and cross-training events will foster familiarity and collegiality. After gaining a certain degree of familiarity, librarians can deepen their analysis to determine coverage strengths across institutions and identify gaps that need to be filled for the students.

Grant recipients were almost twice as likely as non-grantees to have links between the public library and school library websites.

<b>Table 13: Linking to school library website (Outcome 2)</b>			
Are there electronic network links between the local schools and your library?	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	113
Yes	33%	48%	25%
No	58%	45%	60%
Unsure	9%	7%	15%

Non-grantees were far more likely to express no concern about the school’s awareness of public library services. Grant recipients were twice as likely to express great concern, and about 10% more likely to express some concern.

<b>Table 14: School’s lack of knowledge about public library (Outcome 2)</b>			
School’s lack of knowledge about public library	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	211	63	107
No concern	13%	35%	57%
Some concern	61%	48%	36%
Great concern	26%	17%	7%

Sullivan (2001, p. 14) states that getting teachers into the public library just to discover what’s available is essential. The public library should try to organize an in-service event or “open house” for teachers. The public library should also take responsibility for scheduling and publicizing the event, rather than expecting the principal or school secretary to do all the administrative work (Sullivan 2001, 14).

From the past experiences, public librarians were pleased with the increased awareness across both types of libraries that resulted from collaboration. When asked about the greatest rewards, several commented:

“Greater school staff awareness of my abilities and availability lead to more frequent use of my library services.”

“...One of the great things is when a teacher comes in and we start talking and they didn't even realize they could bring their class here for a tour, instruction, stories, talk about summer reading program, etc. etc. etc.”

“Appreciation expressed by teachers and other school staff, increased awareness among school staff of their public library and its value to them and their students”

### **Outcome 3: Demonstrate awareness of educational standards**

Grantees expressed more confidence in their own knowledge of school curriculum. Non-grantees were more likely to express great concern about their lack of knowledge.

<b>Table 15: Lack of knowledge of school curriculum (Outcome 3)</b>			
Lack of knowledge of school curriculum	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	210	64	107
No concern	15%	29.7%	29.9%
Some concern	73%	53.1%	43.9%
Great concern	22%	17.2%	26.2%

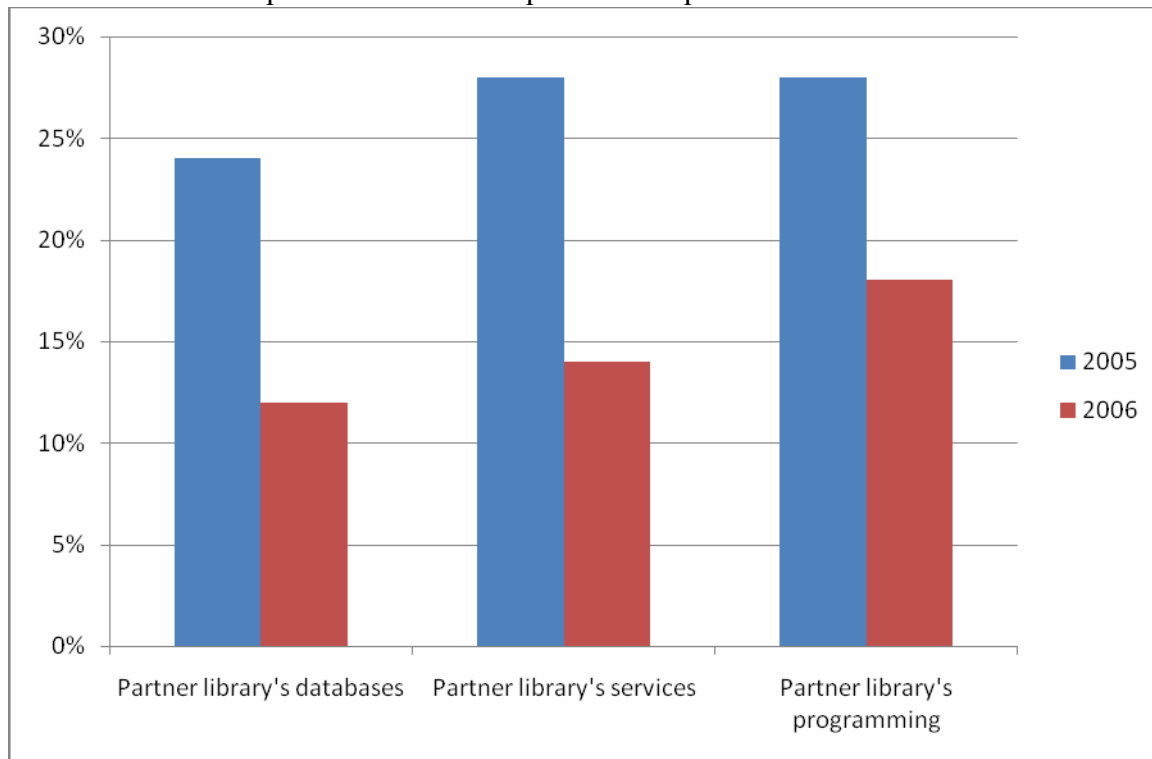
In the 2004 survey, public librarians may be overestimating their knowledge and awareness of school curriculum. Only one out of five indicated that lack of knowledge of school curriculum was of great concern. Grant recipients who may be more familiar with school curriculum may also be overestimating their knowledge. Clearly, public librarians felt they had a better understanding of what schools needed and that schools had a poorer understanding of what the public library could offer. One could surmise that a survey of school librarians could reveal a similar bias with the positions reversed.

### ***2005 and 2006 Grant Recipients:***

The strongest source of evidence regarding project outcomes is derived from pre- and post-surveys of grant recipients conducted before and after completion of their grant projects. Change in knowledge and awareness indicated by comparing these set of responses can be directly attributed to the time period in which the grant project was occurring, and is likely to be the result of grant activities and increased levels of collaboration.

Overall, the evidence shows strong improvement for all outcome indicators during the first grant cycle, and smaller improvement for most outcome indicators during the second grant cycle. One explanation may be that the baseline for grant recipients in the second cycle was higher since a proportion of them were repeat applicants. The greatest increases occurred in indicators measuring staff awareness of their partner's resources and services.

**Figure 8: Demonstrated awareness of partner's resources and services (Outcome 2)**  
Percents indicate improvement between pre-test and post-test results.

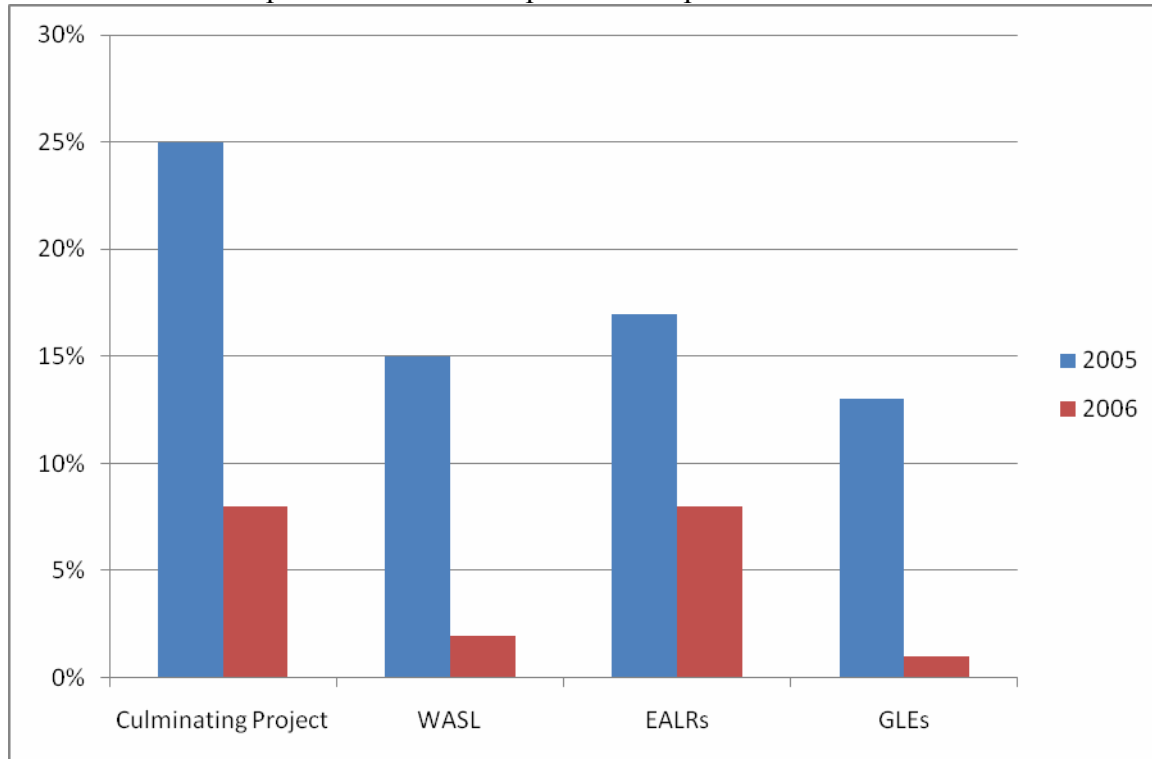




Increases regarding increasing knowledge of educational standards and forms of assessment were more modest, but followed the same pattern of showing greater increases in 2005 than 2006.

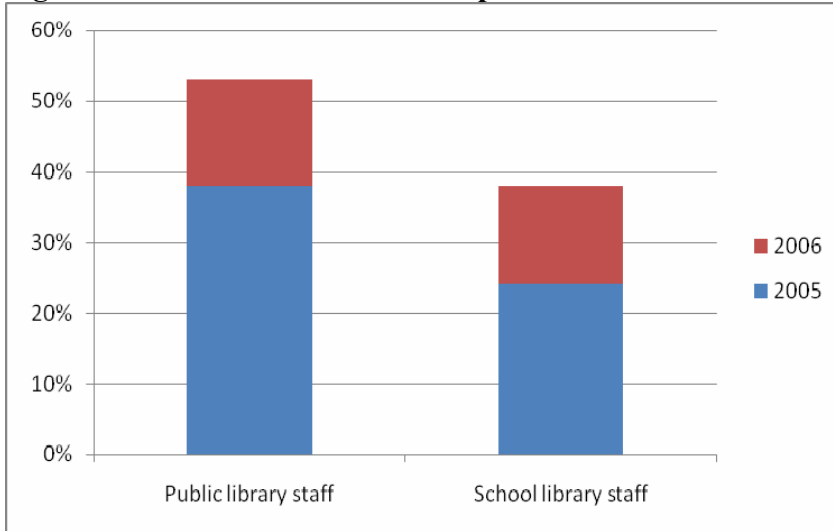
**Figure 9: Demonstrated awareness of educational standards (Outcome 3)**

Percents indicate improvement between pre-test and post-test results.

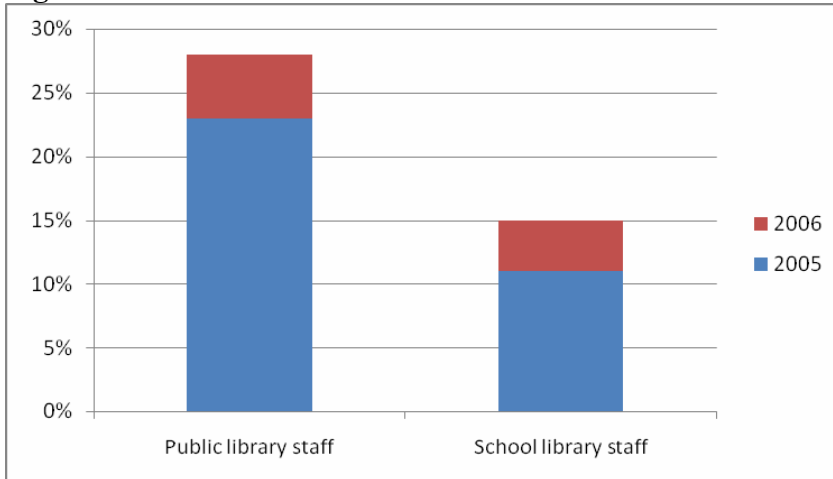


In general, the evidence also shows greater improvement among public library staff than among school library staff. Public library staff may have been less familiar with the nature of school libraries and school standards, resulting in more potential room for improvement. One exception to this pattern occurred when school library staff showed greater increases in learning about information literacy during the 2005 cycle, but in the 2006 cycle improvement for both groups was negligible.

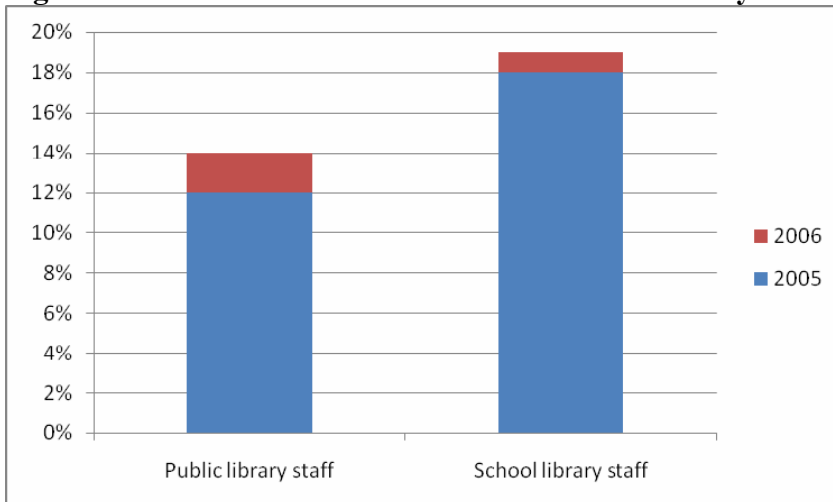
**Figure 10: Increased awareness of partner's services and resources**



**Figure 11: Increased awareness of achievement standards**



**Figure 12: Increased awareness of information literacy skills**



## Best Practices and Collaboration Assessment

### *Best Practices*

The best practices found among the mini-grant projects can be categorized in these thematic groups:

1. **Collaboration:** Building capacity for public/school library collaborative actions.
2. **Collection Development:** Developing understandings that translate to the right resource for the right learner.
3. **Communication/Outreach:** Creating/doing effective communication and outreach opportunities to the community.
4. **Curriculum Support:** Supporting professional development that relates to curriculum; aligning services to meet state education standards and expectations.
5. **Information Literacy/Research:** Creating opportunities to learn information literacy and do effective research related to these skills.
6. **Reading:** Developing effective mechanisms that increase reading habits of learners.

These themes are centrally related to the CLL project's mission and goals in terms of "encouraging collaborative efforts among libraries, learners, and schools through information literacy activities, opportunities, and demonstration projects." Furthermore, this initiative built upon the work of other successful statewide initiatives, including:

- the Information Literacy Project (<http://www.librarysmart.com>),
- the K-12 Initiative (<http://www.k12library.info>), and
- Statewide Database Licensing (<http://www.secstate.wa.gov/library/libraries/projects/sdl>).

Grant recipients demonstrated wide recognition of the need to provide access to information resources across boundaries of time and space. Students have access to the school library during the school day, but are limited at other times. The public library is available after school and on weekends. Students also have a frequent need to gain access to digital resources at home in order to complete their work. Many projects focused upon informing students and others of the capacity of school and public libraries, sharing resources across institutions, and sharing information about learning projects so that both agencies could optimize working with students. The improved communication between school and public library agencies enabled school librarians to promote use of the public library more effectively, and increased the variety of resources that students could access.

Both public and school libraries were able to create opportunities for teaching information literacy skills to students, especially as they worked collaboratively to help students build strong learning habits. While the primary intent was to provide benefits to students, these grant projects also enabled professionals to jointly plan and share continuing education opportunities.

In addition to increasing their contributions to students, public and school librarians engaged in outreach activities as part of their projects raised awareness about library services and resources among other community members. Several librarians have received indications that future endeavors will be financially and intellectually supported by various community influencers beyond the library district organization.

Finally, the public library awareness of how the state learning standards create expectations of the schools and their students was strengthened by these projects. Alignment of actions to meet with state educational standards was used in several occasions by the public libraries, allowing for understanding of these expectations to be a shared endeavor between both the school and the public libraries as well as in the community.

All of the best practices focused on student learning, both in the school and public library arenas. There was focus upon the understanding that they shared a common audience – that of the K-12 student. There was an understanding that in sharing this common audience it was beneficial for both to not only communicate about this audience, but share common expectations and facilitations for them.

Appendix D of this report provides a tabular summary of the outcomes and indicators used by grant recipients to assess the quality and effectiveness of this project. This summary is now a resource that can be used by other librarians to identify potential indicators in future projects, thereby promoting the application of outcomes-based evaluation in projects supported by the Washington State Library or other agencies.

### *Collaboration Pyramid*

Learning how to collaborate effectively was identified early as a primary learning need for librarians taking part in the project. The Pyramid of Collaboration (see Figure 13) is built to represent incrementally complex levels of collaborative activity. Each higher level requires a greater degree of connectivity and interaction among partners.

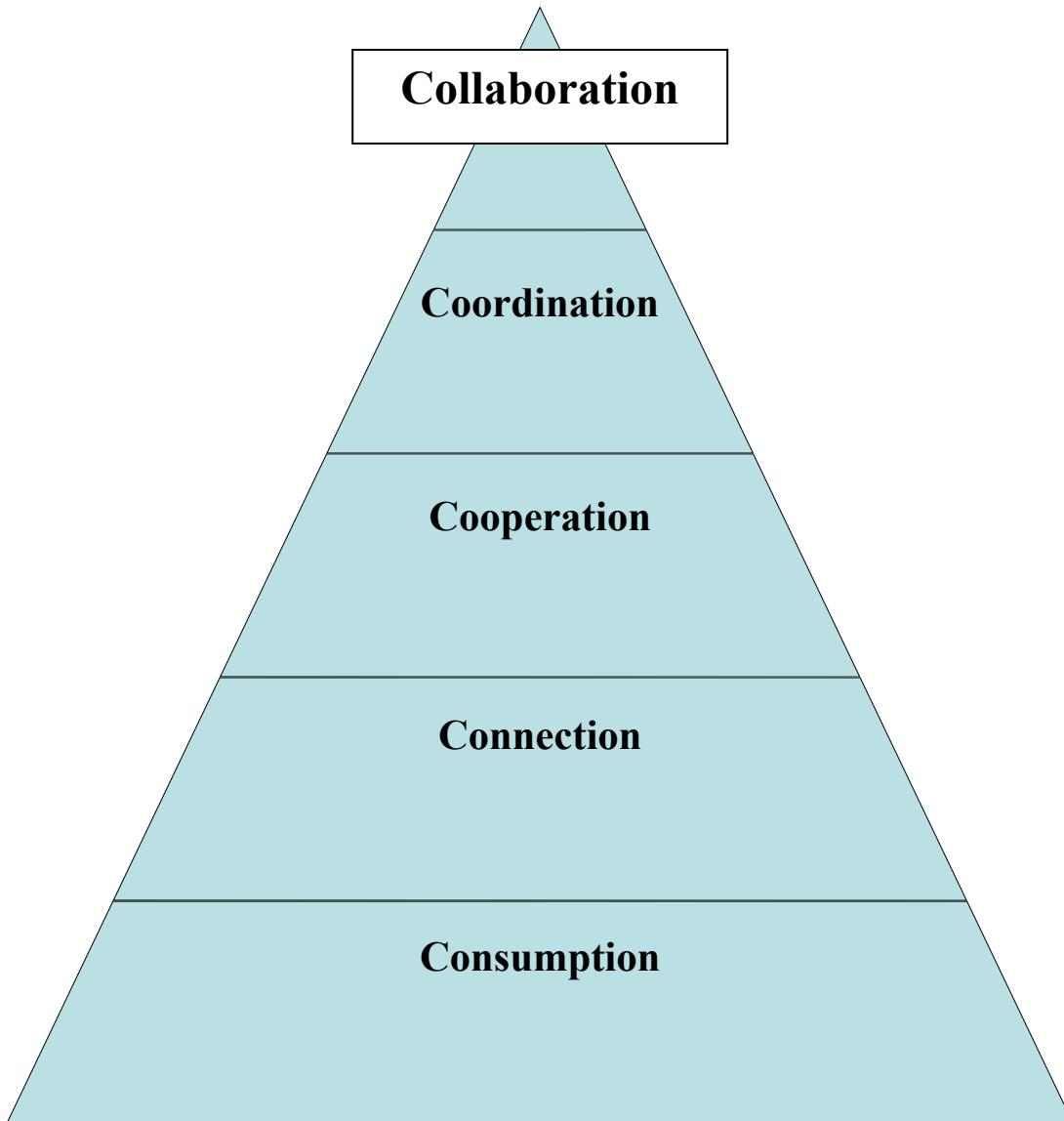
Each stage in the pyramid is defined as follows:

- **Isolation:** No communication between librarians or teachers.
- **Consumption:** The students used the library for typing, printing, photocopying, and/or weekly reading quota checkout.
- **Connecting:** Library staff were informed about the general nature of assignments and when they would occur, but had no input into the design or timing of it.
- **Cooperation:** Teachers informed library staff of assignment goals, expected outcomes, due dates, and assessment criteria. Teachers consulted with library staff about types of resources and the timing of the project. Library staff taught the students about how to use these resources or helped students do their research.
- **Coordination:** Teachers informed library staff of assignment details and consulted with library staff about types of resources and the timing of the project. Instruction by library staff was a critical element in helping students develop their projects.
- **Collaboration:** The assignment or learning project was jointly planned and implemented by both the teacher and the library staff. Teaching was performed jointly on all aspects of the lesson, and student assessment done jointly. Teachers and librarians participated in evaluation of both content mastery and resource use as well as student information literacy work.

These definitions for each level of collaboration in the pyramid were shared with one member of each project partnership, and they were asked to assess where their own project fell on the scale (see Table 17). While these definitions had a strong school orientation, all project managers were asked to use the area that most described their interaction level with their professional counterpart. A strong response rate (61%) by both 2005 and 2006 grantees was achieved.

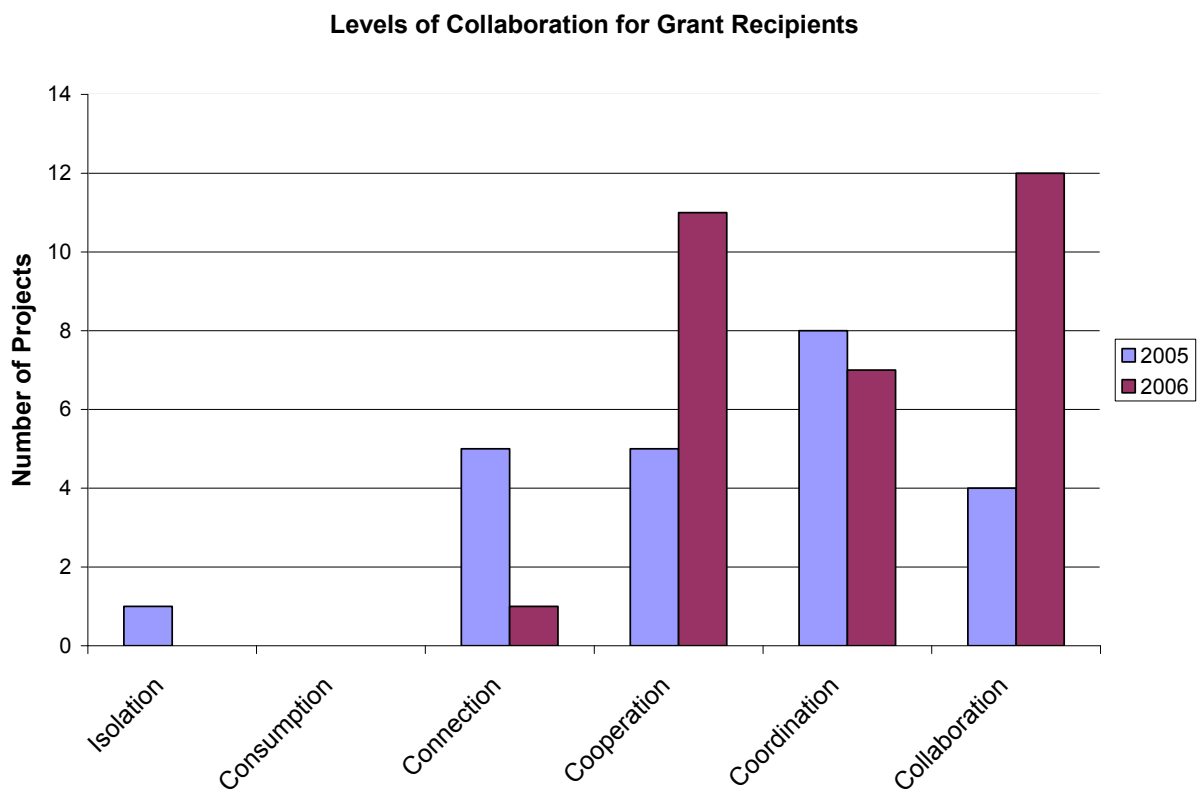
In the 2005 grant cycle, most of the respondents rated themselves in the middle of the scale, while respondents in 2006 scored themselves higher. This may be caused in part by the proportion of recipients who participated in both cycles. The first year established a base level of collaboration, and the second year enabled grant recipients to build a stronger, more complex and interactive relationship (see Figure 14).

**Figure 13: Pyramid of Collaboration**



<b>Table 16: Response rate of grant recipients</b>			
	<b>Grants Awarded</b>	<b>Responses</b>	<b>Response Rate</b>
2005 mini-grants	48	23	107
2006 mini-grants	42	31	57%
Total	90	54	61%

**Figure 14: Levels of collaboration**



<b>Table 17: Levels of Collaboration for Grant Recipients</b>						
<b>Collaboration Level</b>	<b>2005</b>	<b>2005 %</b>	<b>2006</b>	<b>2006 %</b>	<b>Total</b>	<b>Total %</b>
<b>Isolation</b>	1	4.4%	0	0.0%	1	1.9%
<b>Consumption</b>	0	0.0%	0	0.0%	0	0.0%
<b>Connection</b>	5	21.7%	1	3.2%	6	11.1%
<b>Cooperation</b>	5	21.7%	11	35.5%	16	29.6%
<b>Coordination</b>	8	34.8%	7	22.6%	15	27.8%
<b>Collaboration</b>	4	17.4%	12	38.7%	16	29.6%
<b>TOTALS</b>	23	100.0%	31	100.0%	54	100.0%

The chart above shows indications of growth in the level of collaboration being achieved by grant recipients from the first year to the second year of mini-grant cycles. In the second the concentration of recipients shifted from the 2<sup>nd</sup> and 4<sup>th</sup> level (connection and coordination) to the 3<sup>rd</sup> and 5<sup>th</sup> level (cooperation and collaboration).

This evidence suggests that it is possible to establish an effective collaborative relationship over the course of a year with a small amount of funding as seed money for the project. The evidence may also suggest that continuing to support projects for multiple years may lead to sustaining more complex levels of collaboration by enabling librarians to build on an earlier foundation.



## ***Lessons Learned***

In their grant report narratives and post-project interviews, many grant recipients made observations of where they encountered obstacles and challenges, and where they would have done things differently. Lessons learned from their experiences include:

- Keep your primary focus on the initial purpose and scope of the grant project; don't attempt to expand beyond your means.
- Grant planning, writing, implementation, etc. all require energy and dedication from all team members.
- Keep your eye on short-term accomplishments with a high return in terms of participation and student engagement. Remember that you only have a small amount of money to work with and a relatively short time frame.
- Consider how to sustain the work accomplished in terms of maintaining a collaborative relationship, seeking support for planning future projects, and re-using resources of materials that you prepared for this project. In several cases, nurturing a collaborative relationship was just as important for the long run as the project itself. Additionally, the sustainability of the partnership is highly dependent upon personality and parent organization support.
- A successful collaborative relationship needs to be an *institutional* priority in order to have sustainability. Staff will come and go; the institutions are the consistent players.
- Time to meet is often difficult to schedule; make meeting time effective by setting an agenda or a checklist of things to discuss. And anything associated with the grant process takes much time – more than initially noted.
- Classroom teachers **MUST** be actively involved in the process from start to finish. They hold the direct control of the student time.
- Transportation and safety considerations for minors require planning and approval from school authorities; many public librarians may be unfamiliar with the processes involved in planning school visits.
- Investment in the work is correlated with understanding of the benefits of this work by all. Librarians need to make sure that all staff members in both institutions know what the project is trying to achieve.
- Teachers by law are required to acquire professional development clock hours to retain their certification. Offering clock hours is difficult across political boundaries and a complex concern.

Several successful techniques for implementing small scale, grass-roots projects were repeatedly observed in the grant narratives and interviews. First, working collaboratively is not necessarily expensive nor does it require excessive amounts of time. Successful grant recipients kept their projects simple with immediate results. Early planning to account for travel time, rigid schedules, and getting organized at the beginning avoided problems later on.

The shared knowledge of state standards and learning needs of students allows for a deeper, more empathetic understanding about the challenges involved in working with the student population. Concerns over the AYP (Annual Yearly Progress) reports as well as annual state mandated testing need to be considered for all projects. Explaining how the outcomes of the project contribute to improved skills for meeting these standards generates more support for the project.

Future grant recipients should observe the following recommendations:

- Keep it simple and keep it small.
- Keep it understandable for all invested parties.
- Money doesn't always mean success. Time as well as money need to be seriously considered.
- Classroom teacher involvement contributes to project success.
- Time can be the enemy to successful collaborations as much as money.
- Collaboration is a skill you can learn; it doesn't just happen.
- Communicate, communicate, communicate! Use local media, any other means available to get word out on the project.

There are several steps to take in getting this type of project started. First, design a project that matches the needs of all parties yet is simple and straightforward. The size of the project needs to be equivalent to the money and time needed to do it. Interestingly, some of the projects accomplished much without lots of money; some were constrained more by time than money and actually returned portions of the small grant allocation. The investment of the various parties in the project is important. Know the partners to the grant work well, and realize that the value of the project will not be perceived identically by all working on it. There are priorities and needs of all parties that will need exploring and understanding as they relate to the work of the project.

Most of all, the level of communication between the different agencies and the involved parties is paramount to the success of the project. Something good can come out of the most basic understanding of each other's challenges with this population and have significant impact on actions with this population.

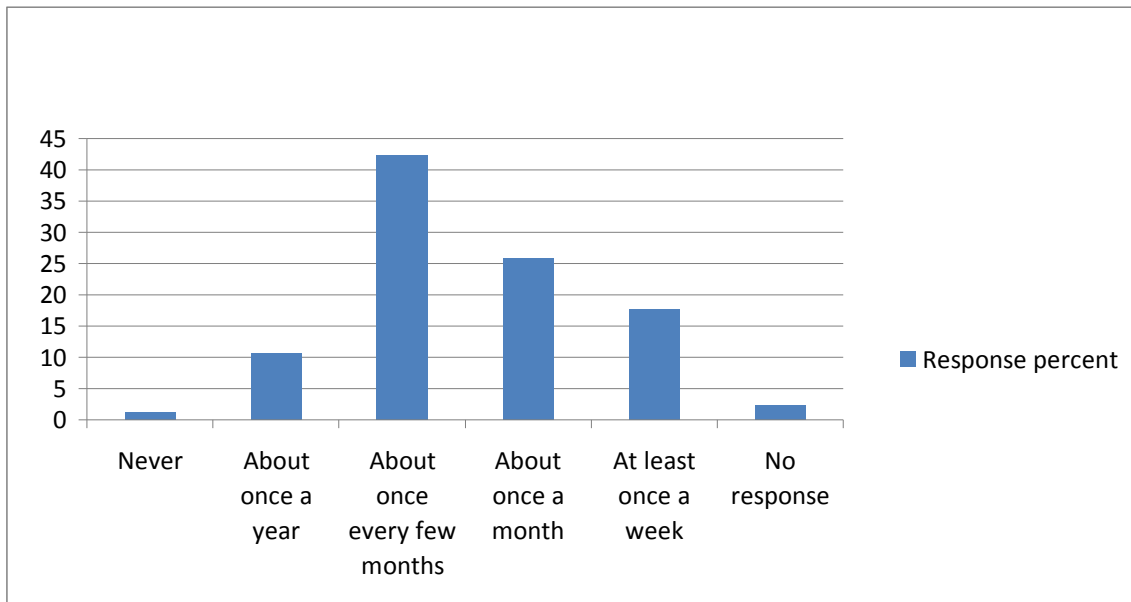
## Sustainability

In January 2008, the CLL project invited all 2005 and 2006 grant recipients to participate in a brief sustainability survey designed to measure the extent to which grantees were communicating with their library partners after their grants were completed.

**Table 18: Frequency of communication with library partners after grants (Outcome 1)**

Total # of surveys sent out = 170 (school and public library staff)		
Total # of respondents = 85		
Response Frequency	Response %	Response count
Never	2.3%	1
About once a year	15.9%	7
About once every few months	45.45%	20
About once a month	22.72%	10
At least once a week	13.63%	6
No response	0%	0
Totals	100%	44

**Figure 15: Frequency of communication after grants**



The CLL grants appear to have increased the amount of communication between the public and school library professionals in the period following the grant project. Communication happening more than about once per month has decreased slightly in the sustainability time as compared to during the grant period. Communication happening less than about once per month has also decreased slightly in the sustainability time as compared to during the grant period. Most sustainability responses point to communication happening between library types within the range of about once per month.

Public librarians appear to have more frequent communication reported between the school library and themselves than school librarians report regarding communication between themselves and the public library.

Both public and school librarians report an increase in their involvement in improving information literacy skills of students after the grant cycles. School librarians have a higher reporting of this work than public librarians, but both show a high involvement percentage. All respondents to the survey answered this question which indicates an understanding of what these might be in their community by all involved.

Anecdotally, both types of librarians report that communication and involvement continue with each other especially when the partnership of known professionals continues. Many who reported difficulties maintaining a high level of communication once their grant projects were completed often cited a change in staff as the reason, indicating that collaboration needs to occur at the institutional level. Some report that their communities are now funding intra-library projects for students and have made these types of projects a part of the regular commitment they have to their students.

***Lesson learned from sustainability information:***

- Sustainability of projects is most often influenced by supportive, continuing partnerships between public libraries and school libraries.
- Sustainability of projects is markedly improved when collaboration occurs at the institutional level, and not just among staff.
- Projects can be successful and continue to be successful with little to no funding. Institutional and community commitment to the projects is more influential to their success than money.
- This type of grant cycle heightens awareness of potential partners in creating and implementing projects that benefit shared audiences.

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## Appendix B: Survey Instruments

### *Statewide survey instrument*

Please distribute the link for this survey (<http://purl.org/net/connect>) to any public library staff member who directly serves teens or children.

Your participation in this survey will help us identify the current level of collaboration between public libraries and school libraries, and provide us with information about your experiences and concerns regarding future collaboration. The results of this survey will be used to plan and develop training programs to be offered by Washington State Library's Connecting Learners to Libraries Initiative.

If your position involves direct service to children or teens at a branch of a library system, please respond to the following questions as they reflect your role as a staff member of your particular library branch or building. If your position is at the system-wide level, please respond to the questions as they reflect your library system as a whole.

The survey is completely voluntary and anonymous. It will only take approximately 15 minutes to complete.

Thank you for your participation!

**Question 1.** How often do you communicate with the school librarians in your local community?

- ☐ Never
- ☐ About once a year
- ☐ About once every few months
- ☐ About once a month
- ☐ About once a week

**Question 2.** Do you know the names of any school librarians in your local community?

- ☐ Yes
- ☐ No

**Question 3.** Have you ever visited a local school library in order to meet with school staff?

- ☐ Yes
- ☐ No

**Question 4.** Have you ever visited a local school library in order to interact with students?

- ☐ Yes
- ☐ No

**Question 5.** Does your library have a staff member who acts as liaison to local schools?

- ☐ Yes
- ☐ No
- ☐ Unsure

**Question 6.** Is your library currently involved in any collaborative project with local schools?

- ☐ Yes
- ☐ No
- ☐ Unsure

**Question 7.** Does someone from your library staff present book talks at local schools?

- ☐ Yes
- ☐ No
- ☐ Unsure

**Question 8.** Does someone from your library staff present technology demonstrations to students or staff at local schools?

- ☐ Yes
- ☐ No
- ☐ Unsure

**Question 9.** Do the local schools provide your library with homework alerts?

- ☐ Yes
- ☐ No
- ☐ Unsure

**Question 10.** Do the local schools direct reference questions to your library?

- ☐ Yes
- ☐ No
- ☐ Unsure

**Question 11.** Does your library offer a summer reading program?

- ☐ Yes
- ☐ No
- ☐ Unsure

**Question 12.** Are there electronic network links (such as shared card catalog access) between the local schools and your library?

- ☐ Yes
- ☐ No
- ☐ Unsure

**Question 13.** If your library is currently collaborating with local schools, please indicate which type of projects you provide by checking all that apply from the following list:

- ☐ Library orientations or tours
- ☐ Reading promotion
- ☐ Storytelling
- ☐ Database instruction
- ☐ Essay / short story / poetry contests
- ☐ Science fair
- ☐ Career planning
- ☐ Cooperative purchase of online databases
- ☐ Professional development activities

**Question 14.** Has your library been involved in any other types of collaborative projects with the local schools? If yes, please describe:

[Open-ended response]



Do you feel that any of the following issues may be a cause for concern in terms of collaborating with local schools?

	No Concern	Some Concern	Great Concern
<b>Question 15.</b> Failure to identify common goals between your public library and local schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Question 16.</b> Conflicting management style between your public library and local schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Question 17.</b> Lack of administrative support from your library system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Question 18.</b> Unequal sharing of costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Question 19.</b> Inadequate facilities at the school library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Question 20.</b> Inadequate facilities at your public library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Question 21.</b> Inadequate collections at the school library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Question 22.</b> Inadequate collections at your public library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Question 23.</b> Lack of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Question 24.</b> Not enough staff to conduct off-site visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Question 25.</b> Lack of knowledge of school curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Question 26.</b> Schools' lack of knowledge about your Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Question 27.</b> Lack of collaborative experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Question 28.** Have you ever participated in collaborative projects with local schools in the past? If yes, what were the greatest rewards and benefits you discovered from participating in collaborative projects with local schools?

[Open-ended response]

**Question 29.** What were the greatest challenges you encountered?

[Open-ended response]

Information literacy is the ability to effectively locate, evaluate, and use information. Many public libraries are involved in activities and programs that help students improve their information literacy skills.

**Question 30.** Is your library currently involved in any activities designed to help students improve their information literacy?

- ☐ Yes
- ☐ No
- ☐ Unsure

**Question 31.** If yes, please indicate which statement(s) best describe the types of activities your library is involved in? Please check all that apply:

- ☐ One-time classes or training sessions
- ☐ Providing a series of classes
- ☐ Providing online tutorials
- ☐ Library staff visits to local schools
- ☐ Library staff visits to local community centers

**Question 32.** What other types of information literacy activities, events, or programs is your library currently involved in?

[Open-ended response]

To help us analyze your responses, please tell us a little about yourself.

**Question 33.** Please indicate your position in your library:

- ☐ Library Director
- ☐ Branch Manager or Service Manager
- ☐ Children's Librarian
- ☐ Young Adult Librarian
- ☐ Adult Services Librarian
- ☐ Library Associate or Assistant
- ☐ Library Clerk
- ☐ Other

**Question 34.** Approximately how many people work at least 10 hours per week at your library building? Only count employed staff; do not count volunteers.

- ☐ 1-2
- ☐ 3-5
- ☐ 6-10
- ☐ 11-20
- ☐ 21-40
- ☐ 41 or more

**Question 35.** Please indicate in which geographic region your library is located:

- ☐ Eastern Washington
- ☐ Island, King, Kitsap, Pierce, or Snohomish Counties
- ☐ Western Washington other than Island, King, Kitsap, Pierce, or Snohomish Counties

Thank you for completing the survey! We appreciate your time and assistance.

### ***Grant recipient survey instrument***

Thank you for taking a moment to complete this brief survey.

**Question 1.** I work at a:

- School
- Public Library
- Other location

**Question 2.** Please indicate how familiar you are with each of the following items by clicking a circle in each row:

	Unfamiliar	Barely Familiar	Somewhat Familiar	Highly Familiar
Culminating Project requirements in your local school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Washington Assessment of Student Learning standards (WASL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essential Academic Learning Requirements (EALRs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade Level Expectations (GLEs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research models (e.g. Big6, Follett, B&B, Pitts/Stripling, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Databases at your partner's library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collections at your partner's library that support student research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs or services at your partner's library that support student research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your local school's WASL scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The specific research model used in your local school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ***Mini-grant survey instrument***

*[Invitation to the survey distributed via email to those who did apply for a grant in 2005]*

Hello –

In 2005, you applied for a Connecting Learners to Libraries mini-grant to fund a project that support student learning and encourage collaboration between public and school libraries. To help applicants prepare grant proposals, the Washington State Library prepared an online tutorial. You are invited to participate in a brief, anonymous survey about mini-grants and the online tutorial. The survey has 15 questions and should only take 10 minutes. Your responses are completely anonymous. To complete the survey, please click on the following URL:

<https://catalysttools.washington.edu/tools/survey/?sid=21120&owner=msaxton>

For more information on the Connecting Learners to Libraries initiative, please visit the website at

<http://www.secstate.wa.gov/library/libraries/projects/connecting/>.

If you have any questions, please contact the grant administrator, Rhona Klein, at [rklein@secstate.wa.gov](mailto:rklein@secstate.wa.gov)

Thank you for your participation!

*[Online survey instrument]*

1. Do you feel that \$2000 was enough to accomplish your project objectives?
  - ☐ Yes
  - ☐ No
  - ☐ Unsure
  
2. Would you have attempted more in your project if the mini-grant amount was larger?
  - ☐ Yes, I would have expanded the scale of my project
  - ☐ No, not during this first year, but I could easily expand the scope and cost of the project in subsequent years
  - ☐ No, I would not be able to spend more time and effort on the project than I am currently dedicating
  - ☐ Unsure

3. Do you feel the application process was too time-consuming for the amount of the grant?
- ☐ Yes, it's too time consuming
  - ☐ No, appropriate amount of time
4. Are you concerned about satisfying the reporting requirements when the grant is completed?  
Do you feel the reporting requirements are too time-consuming for the amount of the grant?
- ☐ Yes, I have some concern
  - ☐ No, I am not concerned
5. Did you attend the Outcome-Based Evaluation (OBE) Retreat workshop in November 2005?
- ☐ Yes
  - ☐ No
6. Did you review the online workshop's grant writing tutorial designed to assist with the grant application process?
- ☐ Yes
  - ☐ No
7. If yes, did you find the online workshop helpful in planning and applying for the Connecting Learners mini-grant?
- ☐ Yes
  - ☐ No
8. Would you consider applying for a \$2000 mini-grant in the future?
- ☐ Yes
  - ☐ No
  - ☐ Unsure
9. Increasing the amount of the grant would limit the total number of awards, resulting in competition among applicants. Would you consider applying for a **competitive** \$10,000 or greater grant in the future?
- ☐ Yes
  - ☐ No
  - ☐ Unsure
10. Do you have any other comments about the mini-grant process?
- [Open-ended response]
11. What other needs would you like future grant opportunities to address?
- [Open-ended response]

*[Invitation to the survey distributed via email to those who requested a password for the online workshop but DID NOT APPLY for a grant in 2005]*

1. Did any of the following issues stop you from applying for the mini-grant? Please check all that apply:

- ☐ The amount of the grant was too small
- ☐ The application process was too complicated
- ☐ The reporting requirements appeared too complicated
- ☐ I did not have time to dedicate to the project this year
- ☐ I had difficulty finding a partner
- ☐ I lacked the support or permission from my school or library administration
- ☐ My institution's needs did not match project and/or library eligibility guidelines
- ☐ My school or library does not have the staff or resources to handle a grant project
- ☐ I was only curious about the program

2. Did any other factors prevent you from applying? If yes, please explain  
[Open-ended response]

3. Did you review the online workshop designed to assist with the grant application process?

- ☐ Yes
- ☐ No

4. Would you consider applying for a \$2000 mini-grant in the future?

- ☐ Yes
- ☐ No
- ☐ Unsure

5. Increasing the amount of the grant would limit the total number of awards, resulting in competition among applicants. Would you consider applying for a **competitive** \$10,000 or greater grant in the future?

- ☐ Yes
- ☐ No
- ☐ Unsure

6. Do you have any other comments about the mini-grant process?

[Open-ended response]

7. What other needs would you like future grant opportunities to address?

[Open-ended response]

### ***Sustainability survey instrument***

*[Invitation to the survey distributed in January 2008 via email to those who participated in mini-grants in 2005 and 2006]*

Hello –

It's been a while since your Connecting Learners grant(s) ended and I'd like to ask you a few questions about "life before & after the grant."

This VERY brief anonymous survey should take no more than 5 minutes to complete.

Thank you for your participation!

*[Online survey instrument]*

1. How often do you CURRENTLY communicate with your library partner? That is, if you work in a school library -- with your public library; if you work in a public library -- with your school library.

- ☐ Never
- ☐ About once a year
- ☐ About once every few months
- ☐ About once a month
- ☐ At least once a week

2. Is your library CURRENTLY involved in any activities designed to help students improve their information literacy skills?

- ☐ Yes
- ☐ No
- ☐ Don't know

3. When did you receive a Connecting Learners grant?

- ☐ 2005
- ☐ 2006
- ☐ 2005 & 2006

4. In which type of library do you work?

- ☐ Public library
- ☐ School library

5. Now that your Connecting Learners to Libraries grant is finished, what changes if any, regarding your work with your partner library have occurred? Please explain if you can.

[Open-ended response]



## Appendix C: Survey Data

### *Statewide survey*

#### Survey of Public Library Staff serving Children and Youth Comparison of 2004 and 2006 responses

**Table 19: Characteristics of respondents**

	<b>2004</b>	<b>2006</b>
<b>Total Number of Responses</b>	<b>213</b>	<b>178</b>
2005 Grant Recipients	na	25%
2006 Grant Recipients	na	27%
<b>Geographic Distribution</b>		
Island, King, Kitsap, Pierce, or Snohomish Counties	22%	37%
Other Western Washington Counties	42%	37%
Eastern Washington Counties	36%	26%
<b>Staff Size of Library</b>		
1-2 staff	9%	7%
3-5 staff	15%	7%
6-10 staff	16%	19%
11-20 staff	32%	27%
21-40 staff	19%	25%
41 or more	9%	15%
<b>Position</b>		
Library Director	3%	7%
Branch Manager / Service Manager	24%	22%
Children's Librarian	32%	29%
Young Adult Librarian	20%	18%
Adult Services Librarian	7%	12%
Library Associate / Library Assistant	12%	9%
Library Clerk	1%	1%
Other	1%	2%

**Table 20: Frequency of communication (Outcome 1)**

How often do you communicate with the school librarians in your local community?	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	113
Never	6%	0%	20%
About Once a Year	15%	14%	19%
About Once Every Few Months	49%	38%	33%
About Once a Month	25%	28%	23%
About Once a Week	5%	20%	5%

**Table 21: Name recognition (Outcome 2)**

Do you know the names of any school librarians in your local area?	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	113
Yes	93%	98%	80%
No	7%	2%	21%

**Table 22: Meeting school library staff (Outcome 2)**

Have you ever visited a local school library in order to meet with school staff?	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	113
Yes	70%	85%	63%
No	30%	15%	37%

**Table 23: Interacting with students (Outcome 2)**

Have you ever visited a local school library in order to interact with students?	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	113
Yes	77%	86%	73%
No	23%	14%	27%

**Table 24: Staff liaison (Outcome 1)**

Does your library have a staff member who acts as liaison to local schools?	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	113
Yes	81%	80%	77%
No	16%	15%	15%
Unsure	3%	5%	8%

**Table 25: Collaborative projects (Outcome 1)**

Is your library currently involved in any collaborative project with local schools?	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	113
Yes	68%	92%	62%
No	26%	6%	25%
Unsure	5%	2%	13%

**Table 26: Book talks (Outcome 1)**

Does someone from your library staff present book talks at local schools?	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	64	111
Yes	78%	70%	74%
No	20%	28%	19%
Unsure	1%	2%	7%

**Table 27: Technology demonstrations (Outcome 1)**

Does someone from your library staff present technology demonstrations to students or staff at local schools?	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	113
Yes	45%	57%	48%
No	51%	40%	36%
Unsure	4%	3%	16%

**Table 28: Homework alerts (Outcome 2)**

Do the local schools provide your library with homework alerts?	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	113
Yes	30%	25%	22%
No	67%	70%	62%
Unsure	3%	5%	16%

**Table 29: Reference questions (Outcome 2)**

Do the local schools direct reference questions to your library?	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	113
Yes	56%	52%	51%
No	25%	29%	26%
Unsure	19%	19%	23%

**Table 30: Summer reading program (Outcome 3)**

Does your library offer a summer reading program?	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	113
Yes	98%	99%	98%
No	1%	1%	2%
Unsure	1%	0%	0%

**Table 31: Internet links (Outcome 2)**

Are there electronic network links between the local schools and your library?	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	113
Yes	33%	48%	25%
No	58%	45%	60%
Unsure	9%	7%	15%

**Table 32: Library orientations or tours (Outcome 1)**

Library orientations or tours	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	100
Yes	81%	83%	85%
No	19%	17%	15%

**Table 33: Reading promotion (Outcome 1)**

Reading promotion	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	100
Yes	86%	85%	86%
No	14%	15%	14%

**Table 34: Storytelling (Outcome 1)**

Storytelling	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	100
Yes	59%	43%	49%
No	49%	57%	51%

**Table 35: Database instruction (Outcome 1)**

Database Instruction	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	100
Yes	50%	60%	53%
No	50%	40%	47%

**Table 36: Writing contest (Outcome 1)**

Writing Contest	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	100
Yes	32%	18%	23%
No	68%	82%	77%

**Table 37: Science fair (Outcome 1)**

Science Fair	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	100
Yes	3%	6%	5%
No	97%	94%	95%

**Table 38: Career planning (Outcome 1)**

Career Planning	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	100
Yes	9%	14%	6%
No	91%	86%	94%

**Table 39: Cooperative purchase of online databases (Outcome 1)**

Cooperative purchase of online databases	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	100
Yes	1%	9%	1%
No	99%	91%	99%

**Table 40: Professional development (Outcome 1)**

Professional Development	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	213	65	100
Yes	11%	18%	15%
No	89%	82%	85%

**Table 41: Failure to identify common goals (Outcome 1)**

Failure to identify common goals	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number		64	109
No concern	25%	38%	25%
Some concern	62%	42%	43%
Great concern	13%	20%	32%

**Table 42: Conflicting management style (Outcome 1)**

Conflicting management style	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number		63	108
No concern	40%	37%	32%
Some concern	47%	44%	49%
Great concern	13%	19%	19%

**Table 43: Lack of administrative support (Outcome 1)**

Lack of administrative support	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	209	64	107
No concern	68%	56%	42%
Some concern	25%	35%	51%
Great concern	7%	9%	7%

**Table 44: Unequal sharing of costs (Outcome 1)**

Unequal sharing of costs	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	206	62	107
No concern	51%	52%	41%
Some concern	38%	37%	53%
Great concern	11%	11%	6%

**Table 45: Inadequate school library facilities (Outcome 2)**

Inadequate school library facilities	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	208	62	107
No concern	29%	48%	58.9%
Some concern	52%	47%	35.5%
Great concern	19%	5%	5.6%

**Table 46: Inadequate public library facilities (Outcome 2)**

Inadequate public library facilities	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	209	63	106
No concern	53%	56%	56%
Some concern	34%	33%	35%
Great concern	13%	11%	9%

**Table 47: Inadequate school library collections (Outcome 2)**

Inadequate school library collections	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	200	64	105
No concern	18%	45.3%	58.1%
Some concern	59%	40.6%	31.4%
Great concern	23%	14.1%	10.5%



**Table 48: Inadequate public library collections (Outcome 2)**

Inadequate public library collections	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	211	64	107
No concern	59%	33%	31%
Some concern	35%	36%	44%
Great concern	6%	31%	25%

**Table 49: Lack of time (Outcome 1)**

Lack of time	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	212	64	107
No concern	5%	33%	31%
Some concern	46%	36%	44%
Great concern	59%	31%	25%

**Table 50: Lack of staff (Outcome 1)**

Lack of staff for off-site visits	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	208	65	108
No concern	9%	28%	40%
Some concern	48%	46%	46%
Great concern	43%	26%	14%

**Table 51: Lack of knowledge of school curriculum (Outcome 3)**

Lack of knowledge of school curriculum	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	210	64	107
No concern	15%	30%	30%
Some concern	73%	53%	44%
Great concern	22%	17%	26%

**Table 52: School's lack of knowledge about public library (Outcome 2)**

School's lack of knowledge about public library	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	211	63	107
No concern	13%	34%	57%
Some concern	61%	48%	36%
Great concern	26%	18%	7%

**Table 53: Lack of collaborative experience (Outcome 1)**

Lack of collaborative experience	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	209	65	109
No concern	28%	40%	28%
Some concern	61%	32%	38%
Great concern	11%	28%	34%

**Table 54: Improve information literacy skills (Outcome 3)**

Is your library currently involved in any activities designed to help students improve their information literacy skills?	2004 Prior to Grant Cycles	2006 After Grant Cycles	
		Grantees	Non-Grantees
Total Number	212	65	113
Yes	50%	79%	65%
No	39%	17%	22%
Unsure	11%	4%	13%

## Grant Recipient Surveys

**Table 55: 2005 Outcomes Assessment by Library Type**

<b>Outcome: K-12 &amp; public library staff increase their awareness of each other's services and resources</b>			
Percent of staff indicating they were "highly familiar" or "somewhat familiar" with the following items:	Type of Library	Before the Grant	After the Grant
• Partner library's databases	Public	51%	74%
	School	75%	100%
• Partner's collections	Public	35%	77%
	School	71%	84%
• Partner's programming	Public	30%	78%
	School	71%	79%
Average improvement for public library staff			38%
Average improvement for school library staff			24%
Average improvement overall			27%
<b>Outcome: K-12 &amp; public library staff increase their awareness of standards for student achievement</b>			
Percent of staff indicating they were "highly familiar" or "somewhat familiar" with the following items:	Type of Library	Before the Grant	After the Grant
• Culminating Project requirements	Public	51%	75%
	School	75%	100%
• Washington Assessment of Student Learning (WASL)	Public	67%	90%
	School	90%	97%
• Essential Academic Learning Requirements (EALRs)	Public	32%	63%
	School	89%	91%
• Grade Level Expectations (GLE)	Public	32%	47%
	School	87%	95%
Average improvement for public library staff			23%
Average improvement for school library staff			11%
Average improvement overall			17%
<b>Outcome: K-12 &amp; public library staff increase their awareness of information literacy skills</b>			
Percent of staff indicating they were "highly familiar" or "somewhat familiar" with the research model used in the local schools.	Type of Library	Before the Grant	After the Grant
	Public	41%	53%
	School	77%	95%
Average improvement for public library staff			12%
Average improvement for school library staff			18%
Average improvement overall			15%

**Table 56: 2005 Outcomes Assessment by Library Type**

<b>Outcome: K-12 &amp; public library staff increase their awareness of each other's services and resources</b>			
Percent of staff indicating they were “highly familiar” or “somewhat familiar” with the following items:	Type of Library	Before the Grant	After the Grant
• Partner library's databases	Public	81%	93%
	School	82%	94%
• Partner's collections	Public	64%	79%
	School	77%	90%
• Partner's programming	Public	65%	83%
	School	80%	97%
Average improvement for public library staff			15%
Average improvement for school library staff			14%
Average improvement overall			15%
<b>Outcome: K-12 &amp; public library staff increase their awareness of standards for student achievement</b>			
Percent of staff indicating they were “highly familiar” or “somewhat familiar” with the following items:	Type of Library	Before the Grant	After the Grant
• Culminating Project requirements	Public	55%	62%
	School	88%	97%
• Washington Assessment of Student Learning (WASL)	Public	81%	86%
	School	98%	97%
• Essential Academic Learning Requirements (EALRs)	Public	51%	59%
	School	93%	100%
• Grade Level Expectations (GLE)	Public	45%	46%
	School	95%	94%
Average improvement for public library staff			5%
Average improvement for school library staff			4%
Average improvement overall			5%
<b>Outcome: K-12 &amp; public library staff increase their awareness of information literacy skills</b>			
Percent of staff indicating they were “highly familiar” or “somewhat familiar” with the research model used in the local schools.	Type of Library	Before the Grant	After the Grant
	Public	64%	66%
	School	82%	81%
Average improvement for public library staff			2%
Average improvement for school library staff			-1%
Average improvement overall			1%

**Table 57: Type of Library**

I work at this type of library.	2005		2006	
	Pre	Post	Pre	Post
Total Number	133	50	108	61
School Library	47%	38%	56%	51%
Public Library	50%	62%	43%	47%
Other location	3%	0%	1%	2%

**Table 58: Culminating Project**

How familiar are you with the culminating project requirements in your local school?	2005		2006	
	Pre	Post	Pre	Post
Total Number	133	50	108	61
Unfamiliar	23%	6%	8%	8%
Barely Familiar	16%	10%	18%	12%
Somewhat Familiar	33%	48%	38%	34%
Highly Familiar	28%	36%	36%	46%

**Table 59: Washington Assessment of Student Learning Standards (WASL)**

How familiar are you with the Washington Assessment of Student Learning Standards (WASL)?	2005		2006	
	Pre	Post	Pre	Post
Total Number	133	50	108	61
Unfamiliar	6%	0%	2%	3%
Barely Familiar	15%	10%	7%	5%
Somewhat Familiar	41%	42%	40%	44%
Highly Familiar	38%	48%	51%	48%

**Table 60: Essential Academic Learning Requirements (EARLs)**

How familiar are you with the Essential Academic Learning Requirements (EARLs)?	2005		2006	
	Pre	Post	Pre	Post
Total Number	133	50	108	61
Unfamiliar	18%	0%	7%	10%
Barely Familiar	22%	28%	18%	10%
Somewhat Familiar	28%	36%	35%	36%
Highly Familiar	32%	36%	40%	44%

**Table 61: Grade Level Expectations (GLEs)**

How familiar are you with the Grade Level Expectations (GLEs)?	2005		2006	
	Pre	Post	Pre	Post
Total Number	133	50	108	61
Unfamiliar	17%	2%	8%	8%
Barely Familiar	26%	33%	19%	20%
Somewhat Familiar	31%	37%	41%	35%
Highly Familiar	26%	28%	32%	37%

**Table 62: Research Models**

How familiar are you with the research models (e.g. Big6, Follett, B&B, Pitts/Stripling, etc.)?	2005		2006	
	Pre	Post	Pre	Post
Total Number	133	50	108	61
Unfamiliar	26%	14%	12%	10%
Barely Familiar	16%	16%	15%	18%
Somewhat Familiar	32%	37%	40%	33%
Highly Familiar	26%	33%	33%	39%

**Table 63: Databases**

How familiar are you with the databases at your partner's library?	2005		2006	
	Pre	Post	Pre	Post
Total Number	133	50	108	61
Unfamiliar	14%	2%	2%	2%
Barely Familiar	31%	10%	17%	5%
Somewhat Familiar	40%	44%	45%	45%
Highly Familiar	15%	44%	36%	48%

**Table 64: Collections**

How familiar are you with the collections at your partner's library that support student research?	2005		2006	
	Pre	Post	Pre	Post
Total Number	133	50	108	61
Unfamiliar	14%	0%	9%	2%
Barely Familiar	35%	20%	20%	13%
Somewhat Familiar	41%	52%	52%	62%
Highly Familiar	10%	28%	19%	23%

**Table 65: Programs or services**

How familiar are you with the programs or services at your partner's library that support student research?	2005		2006	
	Pre	Post	Pre	Post
Total Number	133	50	108	61
Unfamiliar	13%	4%	7%	2%
Barely Familiar	36%	18%	20%	8%
Somewhat Familiar	41%	46%	53%	56%
Highly Familiar	10%	32%	20%	34%

**Table 66: Local WASL scores**

How familiar are you with your local school's WASL scores?	2005		2006	
	Pre	Post	Pre	Post
Total Number	133	50	108	61
Unfamiliar	N/A	6%	11%	10%
Barely Familiar	N/A	22%	7%	7%
Somewhat Familiar	N/A	37%	31%	39%
Highly Familiar	N/A	35%	51%	44%

**Table 67: Local research model**

How familiar are you the specific research model used in your local school?	2005		2006	
	Pre	Post	Pre	Post
Total Number	133	50	108	61
Unfamiliar	N/A	12%	25%	18%
Barely Familiar	N/A	26%	15%	18%
Somewhat Familiar	N/A	22%	21%	28%
Highly Familiar	N/A	40%	39%	36%

## Appendix D: Outcomes and Indicators from Grant Narratives

**Table 68: Access to resources**

<b>Outcome:</b> Access to resources				
<b>Indicator</b>	<b>Applied to</b>	<b>Data Source</b>	<b>Data Interval</b>	<b>Goal/Target</b>
Collection development of both school and public libraries based upon student needs/interests	Students K-12	Librarian observation; library catalog	Ongoing	# of resources used/available to K-12 students increased
Programming related to materials	Students K-12	Librarian anecdotes	Ongoing	# of programs related to student resource needs increases
Resource use more than the Internet	Knowledge Bowl students	Knowledge Bowl results	Once	Increase in student achievement in Knowledge Bowl
Joint use of duo facilities' resources	8 <sup>th</sup> grade students	Librarian anecdotes	Ongoing	Increase in the use of public library resources for work on research projects by students



**Table 69: Increased use of library**

<b>Outcome:</b> Increased use of library				
<b>Indicator</b>	<b>Applied to</b>	<b>Data Source</b>	<b>Data Interval</b>	<b>Goal/Target</b>
Use of library by students with families	Public library patrons	Librarian observation	Ongoing	# and type of patron use of public library increases
Field trips	K-12 students	Questionnaires, anecdotal from librarian	At conclusion of each field trip	# and type of field trips to public library from schools increased
Circulation cards of students	Secondary students	Library records	?	All students will have a library card that are eligible in the community
More students in the library	Young adults	User statistics	Ongoing	Increase use of the YA librarian by YA students
Teen library advisory board	Young adults	Establishment of the board	Annually	Increase in # of students interested in being on the board
Literature circles	Secondary students	Survey	Annually	Increase the use of literature circles with secondary students
Where is Waldo?	4 <sup>th</sup> grade students	Librarian observations	Annually	Increase the use of the public library by students by demonstrating its connection to their learning standards

**Table 70: Increased use of library resources**

<b>Outcome:</b> Increased use of library resources				
<b>Indicator</b>	<b>Applied to</b>	<b>Data Source</b>	<b>Data Interval</b>	<b>Goal/Target</b>
Patron usage of library electronic resources	Public library patrons	Electronic use statistics	Monthly	Double the size of usage statistics by public library patrons
Use of picture books by students in public library	Elementary students	Librarian observation	Ongoing	Increased use of picture books by students as evidenced by them being removed from shelves in public library
Young adult circulation	Young adults	Bibliographic statistics	Quarterly	Increase in # of resources in public library used by young adults
Use of quality resources	Students	Librarian	3 times during project	Increase the quality of resources available to students for research
Library website use	Students	Librarian anecdotes	Ongoing	Increase the use of library's website with more relevancy to student needs and interests (teen space and Secondary school websites created)
Database use	Students	Database usage	Quarterly	Increase the use of the subscription databases by students
Resource use	Students	Online testing	Pre & post	Increase the effectiveness of student public library resource use

**Table 71: Increased use of information literacy skills**

<b>Outcome:</b> Increased use of information literacy skills				
<b>Indicator</b>	<b>Applied to</b>	<b>Data Source</b>	<b>Data Interval</b>	<b>Goal/Target</b>
Instruction given to students on how to access resources for research	K-12 students	Observation	At conclusion of field trip to public library	Increase in student use of resources for research projects.
Students use research process	1 <sup>st</sup> & 2 <sup>nd</sup> grade students	Librarian anecdotes	Ongoing	Increase in student understanding of the steps in the research process
Improvement of student research process	Secondary students	Librarian anecdotes	Ongoing	Increase the ability of % of students to use the vocabulary and various research skills needed to be successful at their research
Bibliographic work	Secondary students	Bibliographic counts	By paper assignment	Increase the # of cited databases in papers

**Table 72: Increased continuing education**

<b>Outcome:</b> Increased continuing education				
<b>Indicator</b>	<b>Applied to</b>	<b>Data Source</b>	<b>Data Interval</b>	<b>Goal/Target</b>
Summit training regarding student needs/requirements for school assignments	Attendees (public and school librarians)	Meeting observations	Conclusion of summit	Increased use of each other's areas to accomplish successful student research
Trainer visits to schools for skill building of student research	School faculty members	Trainer observations	Conclusion of project	# of faculty now aware of potential use of public library for assignments
ELL students presenting at 6 <sup>th</sup> grade orientation	ELL students	6 <sup>th</sup> grade orientation	Once – at conclusion of presentation	8+ ELL students present information on research techniques to 6 <sup>th</sup> grader students
Spanish language “cheat sheet” devised	Library staff	Librarian observations, staff interactions	Ongoing	# of Spanish speaking students increase communication with staff
Big Six training	Public & school library professionals	Retreat observation	At conclusion of retreat (4 days)	Increase in use of common language and diagnostic tool for research steps; common focus on process over product

**Table 73: Increased networking**

<b>Outcome:</b> Increased networking				
<b>Indicator</b>	<b>Applied to</b>	<b>Data Source</b>	<b>Data Interval</b>	<b>Goal/Target</b>
Communication between school and public libraries	Librarians	Phone and personal conversations	Conclusion of meetings	Increased use of each other's areas to accomplish successful student research
Shared research model	Social studies teacher, school librarians, public librarians	Librarian anecdotes	Annual	Increase in the use of the Big6 research model by those that impact the student research work
School meetings connecting public library staff and schools	Public and school professionals	Librarian anecdotes	Ongoing	Increase communication between school and public library facilities (Mt. Vernon)
Project communication	Teachers	Librarian anecdotes	Ongoing	Increase the # of teachers hearing about research project focusing and their success
Public and School library understanding	Public and school librarians	Librarian anecdotes	Ongoing	Increase the understanding between agencies regarding work and responsibilities

**Table 74: Increased public/school library collaboration**

<b>Outcome:</b> Increased public/school library collaboration				
<b>Indicator</b>	<b>Applied to</b>	<b>Data Source</b>	<b>Data Interval</b>	<b>Goal/Target</b>
Communication between public and school librarians	School librarians	Trainer stats	At conclusion of grant project	Increase to 9-10 the # of schools that contact public libraries for service
Use of picture books by teachers from public library	Teachers	Library circulation statistics, observations	Ongoing	Increase in # of teachers who sign out book tubs of picture books from public library
Resource selection	Secondary teachers	Teacher/public and school librarian meetings	Once at conclusion of project	Increase % of 9 <sup>th</sup> /10 <sup>th</sup> grade teachers who give input to resource purchasing lists
Joint planning	School and public librarians	Meeting attendees	Monthly	Increase in input on research projects and research needs of students
School and public librarian meetings	Public and school librarians	Librarian anecdotes	10 times per year	Increase the regularity of meetings between public and school librarians
School and public library cooperation	Public and school librarians	Librarian anecdotes	10 time per year	Increase the joint planning of resource uses and projects
Literature circle selections	Public and school librarians	Librarian anecdotes	Ongoing	Increase the titles for use with literature circles at the school involving titles and resources given by the public library
Book selection	Public and school librarians	Librarian anecdotes	Ongoing	Increase the # of Spanish and Russian language books ordered for ELL students that match with their educational and developmental needs

**Table 75: Library use**

<b>Outcome: Library use</b>				
<b>Indicator</b>	<b>Applied to</b>	<b>Data Source</b>	<b>Data Interval</b>	<b>Goal/Target</b>
ELL students use library	ELL students	Librarian observations	Ongoing	Increased % of ELL students using library and its resources
Spanish welcoming signs	Library staff	Librarian observations, staff interactions	Ongoing	Increased use of public library and its resources by Spanish speaking students
Student research independence	1 <sup>st</sup> & 2 <sup>nd</sup> grade students	Librarian anecdotes	Ongoing	Increase in student abilities to access relevant information without staff assistance
Public library visits and resource uses by students	1 <sup>st</sup> & 2 <sup>nd</sup> grade students	Circulation statistics, librarian anecdotes	Ongoing	Increase in student use of public library for research and pleasure use
Research work	5 <sup>th</sup> grade students	5 <sup>th</sup> grade assessment	Annual	Increase in # of students doing well on the research assessment
Public library use for student research projects	5 <sup>th</sup> & 6 <sup>th</sup> grade students	Librarian anecdotes	Ongoing	Increase use of library resources by students
Library cards	Secondary students	Library records	Ongoing	Increase the # of students from high school that possess a public library card to 100%
Author visits	Secondary students	Librarian anecdotes	Once	Increase the draw to secondary students to the public library by providing significant author visit
Use patterns	ELL students and families	Librarian anecdotes	Ongoing	Increase traffic of ELL students and their families into the public library
Peer teaching	Young elementary students	Librarian anecdotes	Ongoing	Increase the # of students able to not only model the research behaviors but teach their peers about them

**Table 76: Outreach**

<b>Outcome: Outreach</b>				
<b>Indicator</b>	<b>Applied to</b>	<b>Data Source</b>	<b>Data Interval</b>	<b>Goal/Target</b>
K-12 teacher investment	Community public school teachers	Teacher planning calendars	Once per semester	Increased assignment of library use by teachers to students
Rural patron use	Difficult to reach rural patrons of public library	Staff anecdotes	Ongoing	Increased parental support and encouragement of students to use library resources for assignments
Parent use of library	Parents	Visit count, volunteer sheets	Quarterly	Increase the use of the library by parents of students introduced to the library during this project
Family literacy	Family members of students	Librarian anecdotes	Ongoing	Increase use of public library as a center of information for the entire family
Community interest (Barn dance-Grange)	All ages	Librarian anecdotes	Once	Increase the involvement of local community to support increased use of public library



**Table 77: Connections to state education standards/expectations**

<b>Outcome:</b> Connections to state education standards/expectations				
<b>Indicator</b>	<b>Applied to</b>	<b>Data Source</b>	<b>Data Interval</b>	<b>Goal/Target</b>
Culminating Project completion	High school seniors	School statistics	At conclusion of academic year	Increased completion of senior portfolios in area schools
WASL Reading test	9 <sup>th</sup> and 10 <sup>th</sup> Grade students	WASL test scores	At publication of WASL scores	Increase in # of 9 <sup>th</sup> and 10 <sup>th</sup> grader students who pass the WASL reading test
Classroom based assessment (CBA) work	Teachers and school librarians	Librarian anecdotes	Ongoing	Increase familiarity of CBAs in state for more effective student work
Link from WASL needs for schools	4 <sup>th</sup> grade students	Librarian anecdotes; WASL scores	Ongoing	Increase the connection between WASL needs and public library opportunities to work with students